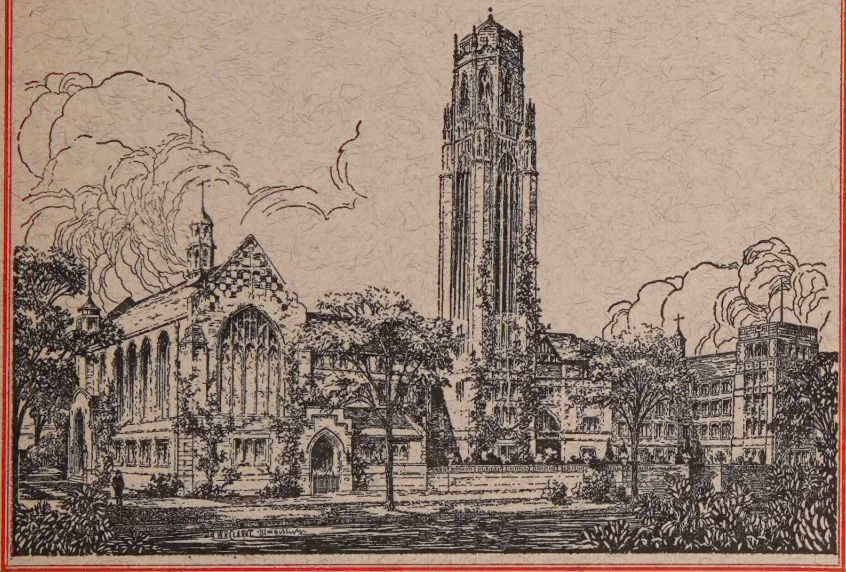
*Volume XX* MAY 1930 *Number 3*

# *The* Chicago Theological Seminary *REGISTER*

## ANNUAL CATALOGUE
1929-1930

With Announcements for
1930-1931



*The*
Chicago Theological Seminary
*REGISTER*

Volume XX May 1930 Number 3

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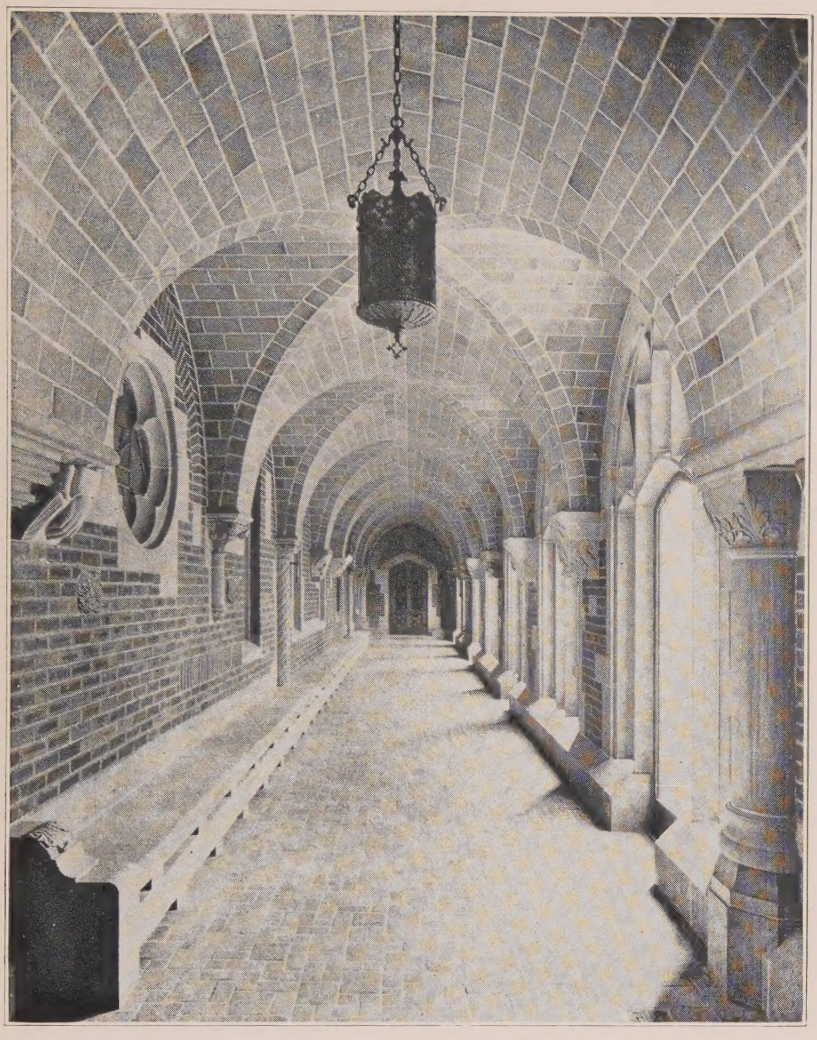
*The Victor Fremont Lawson Tower*

*At the extreme left is a part of Graham Taylor Hall. To the right of the entrance is the Thorndike Hilton Memorial Chapel. To the right of the chapel rises the Tower.*

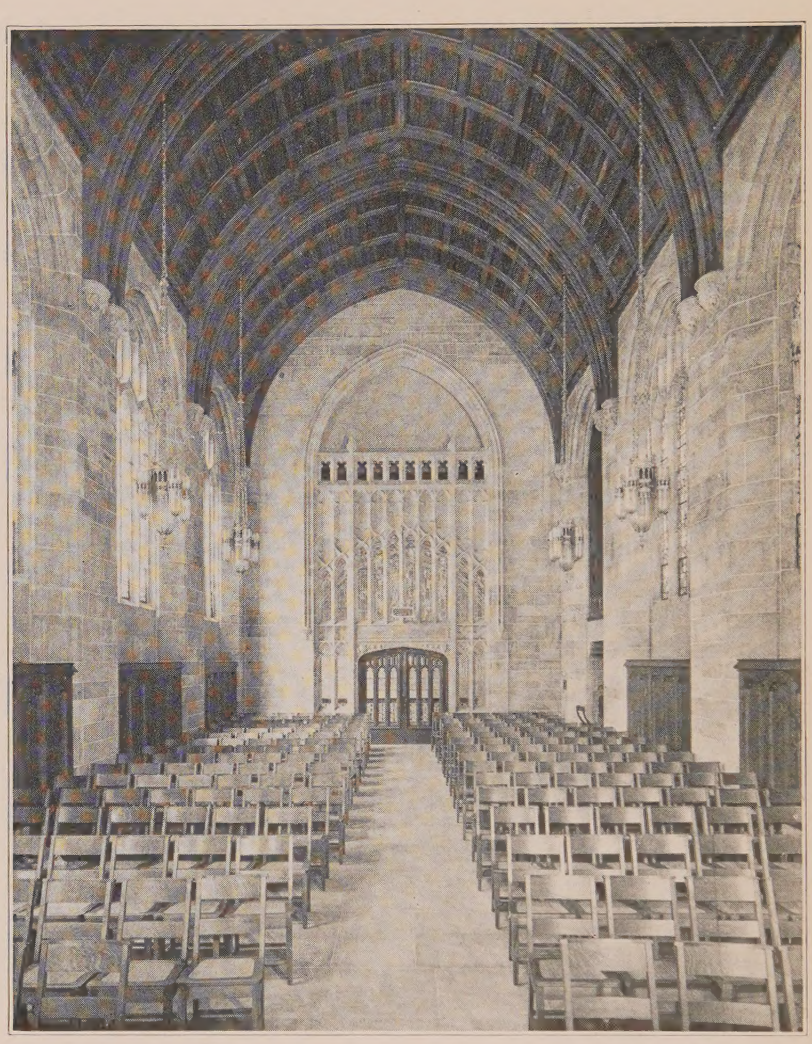
*Gothic arches and vaulted ceilings*

*This is the view that strikes the eye immediately upon entrance through the University Avenue portals.*



*The Clarence Sidney Funk Cloisters*

*In these cloisters the imaginations of Dr. Ozora S. Davis, Dr. Lorado Taft, and others have had free play in creating symbols of Christian experience.*



*Looking toward the rear in Graham Taylor Hall*

*In this hall are held the formal opening services, the Commencement exercises, lectures, recitals, and dramatic productions.*

# *The* Chicago Theological Seminary *REGISTER*

## ANNUAL CATALOGUE

SEVENTY-SECOND ACADEMIC YEAR
1929-1930

ANNOUNCEMENTS FOR
1930-1931

ALBERT W. PALMER, D.D., *President*
5757 UNIVERSITY AVENUE
CHICAGO

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# Calendar

## 1930

| | | |
|---|---|---|
| June 1 | Sunday | Anniversary Sermon |
| June 4 | Wednesday | Commencement |
| June 9 | Monday | Spring Quarter Examinations begin |
| June 11 | Wednesday | Spring Quarter ends |
| June 16 | Monday | Summer Quarter Begins |
| July 4 | Friday | Independence Day: a holiday |
| July 22 | Tuesday | Examinations for the First Term |
| July 23 | Wednesday | |
| July 23 | Wednesday | First Term of Summer Quarter ends |
| July 24 | Thursday | Second Term of Summer Quarter begins |
| Aug. 28 | Thursday | Examinations for the Second Term |
| Aug. 29 | Friday | |
| Aug. 29 | Friday | Summer Quarter ends |
| Oct. 1 | Wednesday | Autumn Quarter Begins |
| Nov. 27 | Thursday | Thanksgiving Day: a holiday |
| Dec. 19 | Friday | Autumn Quarter Examinations begin |
| Dec. 23 | Tuesday | Autumn Quarter ends |

## 1931

| | | |
|---|---|---|
| Jan. 2 | Friday | Winter Quarter Begins |
| Feb. 12 | Thursday | Lincoln's Birthday: a holiday |
| Feb. 23 | Monday | Celebration of Washington's Birthday: a holiday |
| Mar. 18 | Wednesday | Winter Quarter Examinations begin |
| Mar. 20 | Friday | Winter Quarter ends |
| Mar. 30 | Monday | Spring Quarter Begins |
| May 30 | Saturday | Memorial Day: a holiday |
| June 9 | Tuesday | Commencement |
| June 15 | Monday | Spring Quarter Examinations begin |
| June 17 | Wednesday | Spring Quarter ends |

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| Wyoming | Rev. Arthur J. Sullens, D.D., 634 Mack Building, Denver, Colorado. Associates: Rev. James M. Walker, Box 7, Pocatello, Idaho; Rev. Claton S. Rice, 427 Stapleton Building, Billings, Montana |

# The Faculty of the Seminary

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Ozora Stearns Davis, Ph.D., D.D., LL.D., President Emeritus, Professor of Practical Theology.

Frank Gibson Ward, A.M., Ph.D., D.D., Dean and Director of Studies, Professor of Religious Education.

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Benjamin Willard Robinson, Ph.D., Iowa Professor of New Testament Interpretation and Theology.

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Fred Eastman, Litt.D., Secretary of the Faculty, Professor of Religious Literature and Drama.

Arthur Cushman McGiffert, Jr., D.B., A.M., Professor of Christian Theology.

Davis Edwards, A.M., Assistant Professor of Public Speaking.

Wilhelm Pauck, Lic.Theol. (Berlin), Associate Professor of Church History and Historical Theology.

Matthew Spinka, A.M., Ph.D., Librarian and Lecturer in the History of the Eastern Orthodox Churches.

Samuel Kincheloe, A.M., Ph.D., Research Associate and Lecturer in the Sociology of Religion.

Walker Moore Alderton, A.M., D.B., Director of Student Field Activities.

Mrs. Clara Ethel Powell, Ph.D., Assistant Professor of Religious Education.

Carl Romig Hutchinson, D.B., Research Associate.

Cecil Michener Smith, A.M., Instructor of Music.

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Robert Cashman, Business Manager and Lecturer on Church Business Administration.

Von Ogden Vogt, A.M., D.B., L.H.D., Lecturer on Religion and Fine Arts.

Anton T. Boisen, M.F., A.M., Professorial Lecturer in Practical Theology.

James Mullenbach, D.B., LL.D., Lecturer in Social Ethics.

Thaddeus Hoyt Ames, M.D., Lecturer on Mental Hygiene and Pastoral Care.

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Edmund S. Conklin, A.M., Ph.D., Professor of Psychology, University of Oregon (Summer, 1930).

Richard H. Edwards, A.M., Executive of National Council on Religion in Higher Education and United Religious Work in Cornell University (Summer, 1930).

W. Hubert Greaves, Professor of Public Speaking, Yale Divinity School (Summer, 1930).

Paul Hutchinson, D.B., D.D., Managing Editor of the *Christian Century*, Chicago (Summer, 1930).

Carl Safford Patton, Ph.D., D.D., Pastor First Congregational Church, Los Angeles, California (Summer, 1930).

# THE DIVINITY FACULTY AND CONFERENCE OF THE UNIVERSITY OF CHICAGO

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WILLIAM CLAYTON BOWER, A.M., Professor of Religious Education.

SHIRLEY JACKSON CASE, D.B., PH.D., D.D., D.C.L., Professor of the History of Early Christianity; Chairman of the Department of Church History.

CHARLES WHITNEY GILKEY, A.M., D.B., D.D., Professor of Preaching; Dean of the University Chapel.

ARTHUR ERASTUS HOLT, PH.D., D.D., Professor of Social Ethics.

JOHN THOMAS MCNEILL, D.B., PH.D., D.D., Professor of the History of European Christianity.

THEODORE GERALD SOARES, PH.D., D.D., Professor of Religious Education; Head of the Department of Practical Theology.

WILLIAM WARREN SWEET, D.B., PH.D., D.D., Professor of the History of American Christianity.

HENRY N. WIEMAN, PH.D., Professor of Christian Theology.

ARCHIBALD GILLIES BAKER, TH.B., PH.D., Associate Professor of Missions.

ERNEST JOHN CHAVE, PH.D., Associate Professor of Religious Education.

DAVIS EDWARDS, A.M., Associate Professor of Public Speaking.

WINFRED ERNEST GARRISON, D.B., PH.D., Associate Professor of Church History.

CHARLES THOMAS HOLMAN, A.M., D.B., Associate Professor of Pastoral Duties and Director of Vocational Training; Extension Secretary.

CECIL MICHENER SMITH, A.M., Instructor in Music.

---

BENJAMIN WISNER BACON, D.D., LL.D., LITT.D., Late Buckingham Professor of New Testament Criticism and Exegesis, Yale University (Summer, 1930).

EDMUND S. CONKLIN, A.M., PH.D., Professor of Psychology, University of Oregon (Summer, 1930).

FRANK EAKIN, PH.D., Late Professor of New Testament, Western Theological Seminary, Pittsburgh, Pennsylvania (Summer, 1930).

RICHARD H. EDWARDS, A.M., Executive of National Council on Religion in Higher Education and United Religious Work in Cornell University (Summer, 1930).

W. HUBERT GREAVES, Professor of Public Speaking, Yale Divinity School (Summer, 1930).

ALBERT C. KNUDSON, PH.D., S.T.D., Dean of the School of Theology, Boston University (Summer, 1930).

ERNEST WILLIAM PARSONS, D.B., PH.D., D.D., John B. Trevor Professor of New Testament Interpretation, Colgate-Rochester Divinity School (Summer, 1930).

WILLIAM WALTER ROCKWELL, S.T.L., PH.D., Librarian, Union Theological Seminary (Summer, 1930).

---

JOHN WILDMAN MONCRIEF, A.M., D.D., Associate Professor Emeritus of Church History.

## B. THE DIVINITY CONFERENCE

The Divinity Conference consists of all members of the Divinity Faculty and of the following instructors in the Faculties of the Schools and Colleges of Arts, Literature and Science, whose work is closely associated with that of the Faculty of the Divinity School:

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Ellsworth Faris, Ph.D., Professor and Chairman of the Department of Sociology.

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Fred Merrifield, D.B., Assistant Professor of New Testament History and Interpretation.

Frederick W. Geers, Ph.D., Instructor in Semitic Languages and Literatures.

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Ira Maurice Price, Ph.D., LL.D., Professor Emeritus of the Semitic Languages and Literatures.

Clyde Weber Votaw, D.B., Ph.D., Professor Emeritus of New Testament Literature.

Herbert Lockwood Willett, Ph.D., Professor Emeritus of Old Testament Language and Literature.

## SEVENTY-FIVE YEARS OF HISTORY

In June 1930, The Chicago Theological Seminary celebrates the seventy-fifth anniversary of its founding. On that occasion, Dr. Albert Wentworth Palmer will be inaugurated as President to succeed Dr. Ozora Stearns Davis, who has resigned on account of ill health after twenty years of distinguished leadership.

Established in 1855 to furnish training for Christian leadership according to the highest academic standards, it has had under its instruction more than three thousand students. Its representatives are rendering service in all lands and under all conditions where human need is met.

The Seminary is proud of its record as a pioneer in the introduction into the theological curriculum of several unique features designed to meet the changing spiritual needs of succeeding generations. For example, it was one of the first in the training of leaders for foreign-speaking churches, maintaining its departments for this work so long as they were required. Dr. Graham Taylor was called to the chair of Christian Economics when such a professorship was practically unknown. Every year recently has been marked by an advance in the provisions for practical training. Recent developments have been in the fields of research in personality problems; in studies of the city and rural church; in culture through art and drama, literature and music; and in the supervision of the practical work of students with a view to their development as leaders of the institutions of religion in the modern world.

In 1915 the institution removed to the neighborhood of the University of Chicago, with which it is affiliated through the Divinity School of the University. Thus Seminary students enjoy the advantages of a University which is internationally known for its high standards and academic productiveness.

In June, 1928, the new buildings of the Seminary were completed and dedicated. The courses of study have been augmented and enriched. The offerings of this catalogue register continued growth in resources for instruction and inspiration in Christian service.

## LOCATION AND BUILDINGS

The Seminary has a unique location—situated, as it is, among the buildings of the University of Chicago. It is seven miles southeast of the business section of Chicago, known as the "Loop." It is one block north of the Midway Plaisance, half-way between Washington and Jackson parks, and about one mile from Lake Michigan.

The main buildings of the Seminary, including the men's residence halls, are on Fifty-eighth Street, between University Avenue and Wood-

lawn Avenue. The women's residence halls are at the corner of Fifty-eighth Street and Woodlawn Avenue. All mail, telegrams, and baggage should be addressed to 5757 University Avenue.

The Seminary may be reached from the business district of Chicago by taking an Illinois Central suburban train to Fifty-seventh Street and walking west to University Avenue, then one block south; or by taking a Jackson Park elevated train to University Avenue and walking north to Fifty-eighth Street; or by taking a Cottage Grove Avenue surface car to Fifty-fifth Street and transferring to a Fifty-fifth Street car, getting off at University Avenue and walking three blocks south; or by taking a bus running to the Midway, getting off at University Avenue, and walking one block north.

The main building of the Seminary as pictured on the cover of this catalogue embodies several units as follows: The Graham Taylor Assembly Hall, including the offices of business administration; The Henry M. Hooker Hall, with library, stack rooms, faculty offices, dormitory rooms, and Clarence Sidney Funk Cloisters adjoining; The Victor Fremont Lawson Tower; The Thorndike Hilton Memorial Chapel; and two residence halls for men, Davis Hall and Fisk Hall—the latter including the Joseph Henry George Commons. Across the street from the main building are the two residence halls for women—Fenshaw House and Taylor House.

## GOVERNMENT

The government of the Seminary is in accordance with the provisions of two documents, namely, the charter, which is a permanent instrument, and the constitution, which is subject to revision.

By the terms of the charter twenty-four men and their successors were "created a body politic and corporate, to be styled 'The Board of Directors of The Chicago Theological Seminary,' and by that name and style to remain and have perpetual succession, with full power to sue and be sued, plead and be impleaded, to acquire, hold and convey property, real and personal, to have and use a common seal, to alter and renew the same at pleasure, to make and alter a Constitution and By-Laws for the conducting and government of said Institution, and fully to do whatever may be necessary to carry out the object of this act of incorporation."

The charter also provides that the Directors are to be elected according to the constitution and are to hold office until their successors are appointed.

According to the constitution (including amendments to June 7, 1927) the Board of Directors calls a convention every third year "for the pur-

pose of electing Directors, and for the purpose of transacting such other business as the interests of the Seminary may require."

Under the authority of the charter the constitution further provides for an Executive Committee of nine elected from the Board of Directors. The Executive Committee conducts the affairs of the corporation in the interim between the corporation's meetings.

The constitution also provides that "all matters pertaining to academic management shall be determined by the Faculty, with the approval of the Board of Directors."

The Board of Examiners is a body under the constitution whose members are chosen, one each by the State Conferences of Congregational churches of the states represented at the Triennial Convention. The examiners visit the Seminary annually and make reports to their respective Conferences concerning the condition of the Seminary.

## THE CHICAGO THEOLOGICAL SEMINARY AND THE UNIVERSITY OF CHICAGO

1. *Terms of affiliation.*—In its affiliation with the University of Chicago, the Seminary maintains its autonomy and power to grant degrees, appoint instructors, and control its property; and it agrees to conform to the standard of scholarship and quality of teaching approved by the Divinity School of the University. Its regular students are matriculants in the University and share the general privileges of such registrations. Seminary students register for all courses in the Seminary office.

2. *Courses of study.*—The principle governing the selection of courses is that a Seminary student may pursue work in any department of the University but that only one-third of his work in any quarter may be non-seminary courses. In administering this rule certain University courses in the Department of Old Testament and certain Seminary courses in the Department of Social Ethics may count as either Seminary or Divinity courses. Other exceptions to this general principle may be made in the summer quarters.

3. *University degrees.*—The University degrees, of Master of Arts, and of Doctor of Philosophy, are granted in accordance with rules established in the several departments of the University.

The general regulations covering the Master of Arts degree in Divinity call for a college degree of recognized standing, involving college courses equal to two majors each in history, sociology, and *belles lettres* and art; one major course each in economics, philosophy, psychology, and biology; at least three quarters of regular resident study; six prerequisite theological courses from the prescribed work in Bible, church history, and

Christian theology; eight additional resident majors approved by the department in which the degree is sought, and upon which final examinations must be taken; and a satisfactory dissertation. A limited number of courses lacking in the college group may be taken as audit courses in the University; the prerequisite courses in theology may be taken in the Seminary or other recognized schools of theology; three of the eight courses required for the final examination may be given by members of the Seminary Faculty and count as University courses. By proper distribution of courses in anticipation of candidacy for the Master's degree, students may usually plan to secure it at the close of the second year of residence, while pursuing the course for the degree of Bachelor of Divinity from the Seminary.

The degree of Doctor of Philosophy is granted by the University of Chicago in accordance with University regulations. Candidates must complete at least a year's work after securing the degree of Bachelor of Divinity.

4. *Athletics and health.*—The athletic facilities of the University are available to Seminary students.

The establishment of the new University medical schools places at the disposal of the Seminary student the best clinical and hospital service. Medical examinations (except for glasses), clinical service, and the first three days of hospital care in case of illness are free of charge; room calls, and hospital care after the first three days, are at greatly reduced rates.

5. *Campus privileges.*—The privileges of the University campus are available to Seminary students. As an example, the Graduate Clubhouse, maintained by the University and housed in a separate University Building, offers its facilities to all Seminary men and women free of charge, including billiards, reading room lounge, conference rooms, and rooms for social purposes.

## REQUIREMENTS FOR ADMISSION

The charter provides that the Seminary "shall . . . . furnish instruction and the means of education . . . . for the Gospel Ministry and be equally open to all denominations of Christians."

The application for admission to the Seminary calls for a credential as to church membership and for two acceptable character testimonials. For admission as a regular classified student, the Seminary requires a college preparation attested by a bachelor's degree of recognized worth.

As a further requirement for admission to the Seminary and the advantages accorded by the University, students are expected to submit

their college credentials to the University Examiner and to secure a certificate of standing granted by the University.

Within the first two weeks of entrance and by arrangement made through the Seminary, students secure health examination through the Student Health Service of the University.

Students and graduates from accredited seminaries are admitted to advanced standing upon presenting satisfactory certificates.

Senior College students of the University are admitted to Seminary courses upon conditions governing their admission to courses in the Divinity School. This is a benefit to mature students, as it enables them to combine their general and professional studies.

A limited number of unclassified students may be admitted by vote of the Faculty to resident work throughout the year. Such students must have had a considerable portion of a college course and must show by maturity and training that they are prepared to undertake the proposed subjects. Provision is made for a larger number of unclassified students during Summer Quarters.

## ROOMS AND EXPENSES

Expenses at the Seminary vary according to individual standards of living, but there are certain set charges to be met as follows:

Matriculation fee—for students not previously enrolled with the Seminary or the University of Chicago—$10.00.

Library and incidental fee—$20.00 per quarter.

Care of room (including daily service), bedding, furniture, heat, and light are $35.00 per quarter. A limited number of double rooms are available at a quarterly charge of $26.25 to each student.

Room and incidental fees are payable quarterly in advance.

There is no charge for tuition.

The cost of the diploma of the Seminary, upon graduation, is $10.00.

Meals may be secured at near-by restaurants, or at the University of Chicago Commons (cafeteria) at from $1.00 per day up. Many students earn their board by serving at the Commons or other dining-halls. Other personal expenses average about the same in Chicago as elsewhere.

In accordance with its provisions, the Congregational Education Society makes annual loans to Congregational students preparing for Christian service in amounts ranging from $50 to $100. Application for such aid is made early in October, through the Seminary.

## STUDENT FIELD WORK

The practical training of the student has always been a definite aim of the Seminary. During its earlier history many students served churches in town and country. Distance and inconvenience of travel prevented faculty members from making frequent visits to the fields served by students. A short academic year enabled students to take advantage of field opportunities during the summer over the widely scattered area of the Middle West. The rapid and steady growth of the city has added to the complexity of the problems involved. The evolution of the Seminary's program has kept steady pace with the demand for new types of training and new forms of research.

As a part of the Seminary's enlarged program, a Director of Student Field Activities has been appointed who is charged with the general oversight of the practical work in which students of the Seminary engage. The purpose of such field work is to provide experience and the development of tested skill in those fields for which the student desires professional fitness. The Director counsels with students concerning their choice of work and seeks to assign them to such fields as will afford the most vital practical training.

One year of practice work under supervision, continuing through the Autumn, Winter, and Spring Quarters, is available with compensation for each regular student of the Seminary. The plan of supervision includes initial interviews with the head of the institution to which the student is assigned; frequent interviews between the Director and the student; group conferences for the discussion and analysis of common problems; regular visits for observation by the Director; occasional reports on field progress; and such pertinent reading as may bear directly upon specific tasks the student is facing. Those desiring further information should address inquiries to the Director of Student Field Activities well in advance of the opening of the Autumn Quarter. This will expedite placement upon the student's arrival. A personal interview with a student is necessary before a definite assignment can be made. It is expected that each student will follow this plan for at least the one year, and that he will consult the Director concerning the advisability of continuing directed work of some nature throughout his Seminary course.

Numerous part-time positions, such as pulpit supply, leadership training courses, and work in settlements and institutional churches, are afforded in Chicago and its environs. Special attention is called to the following plans of organized field activity:

1. For nearly fifty years the Chicago Congregational Missionary and Extension Society has co-operated with the Seminary in the employment

of students in churches and neighborhood houses. The enlarged program of the Society has materially increased the number of openings provided for students. The Society, the Seminary, and the Churches co-operate in supporting students as pastors' assistants, directors of Religious Education, and workers with young people.

2. The plan of co-operative support just outlined has made possible intensive field research in the religious life of the city under the department of Social Ethics. A limited number of students act as research assistants in conducting the study of individual churches, investigating changing conditions which call for the adaptation of institutional programs, and outlining such factors as population trends in their influence upon the churches and their constituencies.

3. Beyond the limits of the city, there are churches within a radius of one hundred miles which employ student pastors. They afford a unique opportunity for first-hand experience in town and country leadership. It frequently occurs that a student who cannot attend the Seminary for the whole of the year can arrange to do two quarters of full-time service to the church and two quarters of work as a student pastor. Intensive study of a particular field may be carried on in connection with the courses offered on rural church work.

4. The Seminary Players compose a group organized under the Department of Religious Literature and Drama and their work constitutes a regular course in the curriculum.

5. Summer work of a varied nature is available for both men and women. A number of students serve the scattered communities in the states of the West and Middle West as pastors and vacation workers under the direction of the various state conferences. By special arrangement, a limited number of students are employed under the direction of the chaplain in the Worcester State Hospital, Worcester, Massachusetts.

## SCHOLARSHIPS AND FIELD WORK FUNDS

Through designated endowments, special gifts, and appropriations from the general income of the Seminary, certain sums are available for scholarships and for the promotion of the field work described above. Candidates for these funds must take eight or more classroom hours of regular work a week and meet the faculty requirements in respect both to studies and to service rendered.

The administration of these resources is described under the two general heads which follow; detailed information in regard to them will be furnished upon application.

1. To supplement other resources covering remunerative field work

the Seminary has accumulated endowments, to the income of which additions are made from general income as occasion warrants, that students may combine practical experience and self-support without accruing embarrassing indebtedness.

2. The following Special Scholarships are available for award to regular students on the basis of character, scholarly efficiency, and all-around ability. Their purpose is to encourage high-grade scholarship and research among students and creative intellectual habits on the part of the ministry:

The endowed Special Scholarships are the Alice Hitchcock Isbell Honor Scholarship yielding $250 annually; the Patton Scholarship yielding $500; and the Hawaiian Scholarship, reserved for a worthy Hawaiian student, yielding $300.

Six Special Scholarships are available for the year 1930–31 for regular students who are in their second and third years of residence in the Seminary, that they may devote themselves entirely to their scholastic pursuits.

## FELLOWSHIPS AND PRIZES

Two fellowships, endowed to the sum of $10.000 each, were founded by the late Mr. E. W. Blatchford, of Chicago, and by the late Dr. C. L. Ford, of Ann Arbor, Michigan, to enable one student in each graduating class to continue studies for two years. Their incomes are supplemented from the general funds to make the yearly payments $1,200. The following conditions govern the awards:

1. Fellowships are available only for graduates who take their entire theological course under the supervision of the Seminary.

2. A fellowship is assigned by the Board of Directors, on the recommendation of the Faculty, to that member of a graduating class who by native ability, success in study, and Christian character, gives promise of the highest usefulness as a Christian scholar. The Board reserves the right to withhold the fellowship for cause.

3. The studies of a fellow are under the supervision of the Faculty, to whom he gives a detailed report as required.

The Lucretia Ambrose Walker Prize in the Department of Christian Theology is endowed to the sum of $1,000. Its income may be granted each year to that student who presents the best essay on a designated topic. A student may receive it but once.

The Albert Newman Prize Scholarship provides a sum of not less than $100, which "shall be paid as a prize at the end of each junior year to the student in the junior year in the Seminary who shall excel in schol-

arship attainment in such junior year, and whose grade shall be not less than 80 per cent."

A "Director's Prize" of $30 is offered each year to that member of the junior class who shows most improvement in public speaking during the year.

## DEGREES

The Seminary grants the degree of Bachelor of Divinity to regular classified students who complete the required course and who maintain an honorable character throughout.

The required course includes the equivalent of classroom work covering thirty majors, such practical field work as any particular course may require, and the preparation of a graduation thesis. The regular course is usually distributed over three years, but by study during Summer Quarters the time may be shortened to two and a quarter calendar years.

Regular classroom work equals at least three fifty-minute periods a day for four days a week. Each period continued throughout a quarter constitutes a major, which is the unit of credit. As a rule, not more than three and a fraction majors may be taken in any one quarter for credit.

The graduation thesis must be prepared under the direction of the head of the chosen department upon a subject approved not less than one quarter preceding graduation; it must be submitted for criticism at least three weeks before that time. Upon acceptance, two bound copies, typewritten or printed, must be furnished the Seminary before graduation.

Students from other theological schools may be given advanced credit, based upon the standing of the school and the character of the credits. Students who in other institutions or through private study have done work in any course equivalent to that offered in the Seminary and are equipped to pass an adequate examination thereon, may substitute such examination for classroom instruction. However, all candidates for the degree must do regular work in residence during not less than three quarters and must satisfy the requirements of their chosen departments.

Students who have done their work for two years or more under the direction of the Seminary and whose standing throughout the course is of unusual excellence are awarded the degree "with honor," "with high honor," or "with highest honor."

For information concerning the degrees of Master of Arts and Doctor of Philosophy, see the section entitled "The Chicago Theological Seminary and the University of Chicago."

## HAMMOND AND THE UNIVERSITY LIBRARIES

The Hammond Library, housed in the spacious and beautiful Hooker Hall, comprises about 27,000 books and magazines, and 5,500 pamphlets. The library unit consists of the reading-room and three levels of stacks immediately below it. There are about 7,000 books of reference and other books in the reading-room. The stack rooms are provided with twenty individual compartments for the use of students and the Faculty.

It is the special aim of Hammond Library to become the central repository for historical source materials relating to Congregationalism in the American Middle West. The library serves at present as the repository for the collections of the Congregational Society of Church History for the Middle West, as well as of the historical committee of the Congregational Conference of Illinois. Its most valuable collection, comprising 70,000 original letters, are the archives of the Congregational Home Missionary Society; as source materials for the history of American Christianity these letters rank among the most important in the country. The project involves collecting and preserving materials of local church history and encouraging the writing of histories of churches, district associations, and state conferences, so that Hammond Library may serve the churches of the Interior as the Congregational Library of Boston does its New England constituents.

By arrangement with the Congregational Library of Boston, Hammond Library offers loans of books, through its Extension Service, to all Congregational pastors of the nineteen mid-Western states, besides its own graduates wherever they are found. This service consists of the loaning of the most outstanding current religious books, as well as the extending of full borrowing privileges to the ministers on the field in regard to the entire library collection. Users of the Extension Service residing within the radius of the first three zones are benefited by greatly reduced postage rates in effect for library loans. Bulletins of the newest available accessions are published quarterly.

The present list of library endowment funds is as follows: Alumni Library Fund, John Blatchford Memorial Reference Library Fund, Philo Carpenter Alcove Library Fund, John P. Cowling Library Fund, C. F. Gates Alcove of Missionary Intelligence Fund, J. T. Hyde Alcove Library Fund, E. S. Jones Alcove Library Fund, S. M. Moore Library Fund, J. W. Norris Library Fund, F. W. Patton (Binding) Fund, Charles Walker Library Fund, E. M. Williams Library Fund, and G. H. Wells Library Fund.

Besides the service offered by Hammond Library, the Seminary students possess equal rights with the University students to the use of the

University Libraries, including the research and other privileges. The library of the Divinity School possesses 55,000 books and 15,000 pamphlets, besides 9,000 unclassified items. Thus, the combined collections of Hammond and the Divinity libraries offer most ample facilities for general theological study as well as for specialized research work.

Besides these distinctly theological libraries, the General Library and all other departmental libraries of the University are open to the Seminary students. At the present time, the University Libraries contain about 890,000 bound and catalogued volumes.

## THE EDUCATION OF WOMEN FOR CHRISTIAN SERVICE

1. The Congregational Training School for Women was incorporated in 1909 to meet the increasing demand for women with professional training for religious work. Miss Florence Fensham, the first dean, was a Seminary graduate; classes at the beginning met in Seminary buildings; the Seminary Faculty shared in instruction. In 1919 the school moved to the South Side of Chicago for academic advantages, and in 1926 merged with the Seminary. The distinctive purpose of the Training School is conserved by an Advisory Committee of five from its former Board.

Mrs. Clara Ethel Powell, Ph.D., has been secured as Assistant Professor of Religious Education and as administrative officer of this feature of the Seminary's work. Mrs. Powell received her Doctor's Degree from the University of Chicago in 1926. She has had a rare experience as state executive in Religious Education, in week day religious education in Flint, Michigan, and as adviser of women and director of personnel work in state schools. Dr. Powell is eminently qualified to survey the whole field of Christian service for women and to lead in its larger development.

2. The Seminary trains women to become church assistants, directors of religious education, instructors in week-day religious schools, missionaries, and ministers.

A church assistant has charge of the church office, is the minister's secretary, and assists in the educational and pastoral work.

A director of religious education organizes the educational work of the church, guides children and young people in development in worship, and directs their social activities that center in the church. Public education and religious education are approaching each other through religious instruction. The college graduate who trains herself for leadership in this enterprise is in the forefront of a movement that is making for personal character, Christian unity, and social righteousness.

Missionary work is increasingly educational in character. The demand for women trained to be religious leaders is a constant one.

3. One year, or three quarters, is needed for the minimum professional training. Six quarters are needed by the student who would combine with her training a Master's degree *from the University of Chicago* in the department of religious education; but the person who can give only one year to consecutive study may select courses adapted to meet her immediate needs, coming back for Summer Quarters to secure her degree.

4. The organization of the curriculum is determined for each individual according to previous preparation and credits sought. The range of courses is wide, including religious education, parish work, church ad-

ministration, social ethics, worship, missions, dramatics, and survey courses in Bible and church history. Detailed descriptions of courses are given on later pages of this catalogue. Subjects not listed but needed for church work, such as stenography, may be secured outside the Seminary as occasion warrants.

5. Expenses for women are a little less than for men. Board and room are to be had at the Women's Residence Halls for $9.00 a week.

## THE ALDEN-TUTHILL FOUNDATION

This foundation is endowed for $10,000, the income of which is used to provide each year for supplementary instruction in the history, principles, and methods of missions, by those in active service in the home and foreign fields. The lecturer for 1930 was The Reverend Alden Hyde Clark, D.D., until recently principal of the United Theological College at Ahmednagar, India, and now a secretary of the American Board of Commissioners for Foreign Missions. His subject for the series of three lectures was "Missions in India Today."

## THE INTERSEMINARY MOVEMENT

The feeling of need for fellowship and for co-operative thinking and action has led to the organization of the Interseminary Movement among the theological seminaries of America. The sixth annual meeting of the Interseminary Student Union of the Western area of the Central Region was held February 4, 1930, in the Lutheran Memorial Church, of Chicago, Illinois. The Chicago Lutheran Theological Seminary, of Maywood, Illinois, was the host. More than four hundred students, representing twelve theological schools, participated. One of the features of the program was the presentation of *The Deathless World* by our Seminary Players.

## STUDENT ACTIVITIES

A vital leadership in school and parish depends not alone on sound scholarship. The life of students in the Seminary includes a wide range of interests and activities. Upon these activities—athletic, social, dramatic, religious—the modern student, in the Seminary as in other schools, depends for a balanced program of living and a well-rounded development.

During recent years, the Seminary has co-operated through the Interseminary League in promoting tennis, basket-ball, playground ball, and touch ball. The Seminary's basket-ball team is one of the eight which take part in the keen competition of the Interseminary games. Two teams have participated during the last school year in the University Intramural Basket-ball Tournament. A program of tennis is popular

throughout the spring and summer season. Facilities for boxing and wrestling have been provided recently.

The organization of the Seminary Players within the Department of Religious Literature and Drama has added to the growing interest in this field. Plays have been presented in Graham Taylor Hall, in the churches of the immediate university community and the city, and on the fields of students in villages and cities outside Chicago.

With the establishment of the Women's Residences on the corner of Woodlawn Avenue and Fifty-Eighth Street, the social affairs have taken on new interest. The Five O'clock Teas on Sunday afternoon in Woodlawn House provide an opportunity for a leisurely period of visiting in the midst of an otherwise busy day. The Wednesday afternoon teas take in a larger group including students and their friends, occasional lecturers and visitors, and the Faculty members with their families. There are in addition innumerable opportunities to enjoy social occasions, lectures, and discussions on the campus. Dormitory life likewise encourages the informal parties where points of view are freely exchanged and out of which grow life-long friendships.

University religious services are held on Tuesdays, Wednesdays, and Thursdays in Bond Chapel, the leadership being provided from the Faculties of the Divinity School and the Seminary with occasional services conducted by visiting lecturers and preachers. On Fridays the service is held in the magnificent University Chapel under the leadership of Dean Gilkey. The students of the Seminary in co-operation with the Faculty conduct a weekly vesper service at Hilton Chapel. The weekly Fellowship Meetings on Thursday evenings in the Common Room form the center of the religious life of the Seminary as it is organized under the direction of the students themselves; the problems and opportunities of religious leadership are here discussed with visiting speakers or faculty members or under the guidance of fellow students.

## CURRICULUM CONSTRUCTION FOR INDIVIDUAL NEEDS

Approximately three hundred courses of study are listed in the following pages. Unlisted courses in various departments of the University are also generously drawn upon in curriculum construction for the individual student.

The fundamental consideration in the selection of the thirty majors required for the degree of Bachelor of Divinity is the development of the personality of the student for his chosen field of Christian service. Twenty-seven of these thirty majors are usually pursued in groups of three for

four hours a week each, during a quarter of eleven and one half weeks. Each of the remaining majors may be distributed in a fractional manner throughout two or three quarters.

It is clear that the student's determination of his leading interest and the selection of related courses cannot be made at the outset. In order to furnish an adequate basis upon which to construct one's curriculum, six majors are prescribed, four of which shall ordinarily be taken during the first two quarters of residence.

These majors are distributed as follows: Old Testament, two majors; New Testament, two majors; public speaking, one major, to be distributed usually through the three quarters of the first year; one major connected with the supervised field work related to the type of work for which one is fitting himself, and to be taken as the situation warrants.

During his third quarter in residence each student shall review his decision to enter upon Christian service and shall prepare a plan for the carrying out of his purpose; he shall present to the Director of Studies a tentative curriculum for the rest of his course covering the various fields of theological instruction.

For students who do not wish to avail themselves of the foregoing privilege a required curriculum for the three years is provided.

For the principle governing the selection of courses given by the University see the section entitled, "The Chicago Theological Seminary and the University of Chicago."

# Courses of Instruction

Courses of Instruction are in most cases indicated as majors (Mj.). These courses meet daily, Tuesday to Friday, during the twelve weeks of a quarter. A minor (M.) continues for one-half a quarter, either first or second term. Three majors or three majors and a fraction usually constitute full work for a quarter. Courses having "S" prefixed to the number are given by Seminary instructors; others are given by instructors in the University.

Courses numbered below 300 are primarily for college students. Numbers from 400 up indicate advanced or research courses.

Students register before the opening of each quarter with the Registrar of the Seminary for all courses taken, whether in the Seminary or University. No separate registration or payment of fees for University courses is necessary. A student is allowed to register as visitor in one course, only when taking other courses for credit.

## The Department of Oriental Languages and Literatures of the University of Chicago

James Henry Breasted, Ph.D., LL.D., Hon.Litt.D. (Oxon.), Charles H. Swift Distinguished Service Professor of Egyptology and Oriental History; Director of Haskell Oriental Museum; Director of the Oriental Institute; Chairman of the Department.
John Merlin Powis Smith, Ph.D., Professor of Old Testament Language and Literature; Vice-Chairman of the Department.
Martin Sprengling, Ph.D., Professor of Semitic Languages and Literatures.
William Creighton Graham, Ph.D., D.D., Professor of Old Testament Language and Literature.
Edward Chiera, Ph.D., Professor of Semitic Languages and Literatures.
Alan H. Gardiner, Litt.D., Research Professor of Egyptology.
Albert Ten Eyck Olmstead, Ph.D., Professor of Ancient History.
Arno Poebel, Ph.D., Professor of Sumerian Language and Literature.
William A. Irwin, Ph.D., Professor of Old Testament Language and Literature.
Louis L. Mann, Ph.D., Professorial Lecturer on Oriental Languages and Literatures.
Frederick William Geers, Ph.D., Instructor in Semitic Languages.

In the establishment of this composite department (as reorganized in April, 1915) practical reasons have governed, and a scientific classification has not been attempted. The scope of the organization has therefore been determined entirely by administrative convenience. The practical purpose of the new organization is to furnish administrative facilities for offering a wider range of oriental studies, to include in some measure both the larger Asiatic or Far Orient now so rapidly developing, and also the languages of Eastern Europe where it merges into the Near Orient, including especially Russian. To the old Department of Semitic Languages and Literatures, covering the historic civilization of the Near Orient only, have thus been added the functions of an oriental seminary ulti-

mately to include the Orient as a whole (except Sanskrit and Comparative Philology, which are naturally grouped with the classical languages). Thus far the old Department of Semitic Languages and Literatures forms the nucleus of the new organization, which for the present is made up of six sub-departments: (I) Sub-Department of Old Testament; (II) Sub-Department of Cuneiform Languages and Literatures; (III) Sub-Department of Arabic and Islam; (IV) Sub-Department of Egyptology; (V) Sub-Department of Oriental History; (VI) Sub-Department of Russian Language and Institutions. The sub-departments of Old Testament, of Arabic and Islam, and of Oriental History are listed below.

## SUB-DEPARTMENT OF OLD TESTAMENT

The work in this sub-department includes courses in Hebrew Language, in the Aramaic and Syriac languages, in Hebrew Literature and History, in Hebrew Religion and Ethics, and in Rabbinical Literature and Religion. The survey courses of the Old Testament are numbers 315–17.

### A. COURSES IN HEBREW LANGUAGE, LITERATURE, AND HISTORY

**301. Hebrew Language I.**—Genesis, chaps. 1 to 3, including the grammatical principles of the language, the acquisition of a Hebrew vocabulary, and the translation of the Hebrew text. The textbooks are J.M.P. Smith's revised edition of Harper's *Method and Manual* (Scribner's); and J.M.P. Smith's revised edition of Harper's *Elements of Hebrew*. Mj. Summer, IRWIN; Autumn, GRAHAM.

**302. Hebrew Language II.**—Completing the textbooks named under 301 and reading selections from the Pentateuch. Mj. Winter, IRWIN.

**303. Historical Hebrew.**—The Books of Samuel and Kings. Critical translation with especial attention to syntax. Mj. Spring, IRWIN.

**304. Introduction to Textual Criticism.**—Prerequisite: Courses 301–3. Mj. Summer, SMITH.

**305. Selections from the Prophetic and Wisdom Books.**—Rapid reading. Mj. IRWIN.

**306. Isaiah 1–39.**—Translation and interpretation. Mj. GRAHAM.

**307. Isaiah 56–66.**—A critical reading of the material. Mj. IRWIN.

**308. Jeremiah.**—The book will be translated and interpreted in chronological order. Mj. Autumn, IRWIN.

**309. Daniel.**—Translation and interpretation in the light of its historical background. Mj. GRAHAM.

**310. Amos, Hosea, and Micah.**—Mj. GRAHAM.

**311. Micah, Zephaniah, Nahum, and Habakkuk.**—Mj. Spring, GRAHAM.

**312. Haggai, Zechariah, Malachi, Joel, and Jonah.**—Mj. IRWIN.

**313. Psalms.**—Formation of Psalter; characteristics of Psalms; critical translation. Mj. SMITH.

**314. Proverbs and Oriental Wisdom Books.**—Mj. GRAHAM.

**315. Beginnings of Old Testament Literature and Exegesis.**—A general introduction to the early books of the Old Testament. Mj. Autumn, SMITH.

**316. History and Prophecy.**—Covering the period from Solomon to the Exile. Mj. Summer, GRAHAM; Winter, SMITH.

**317. History and Judaism.**—Covering the period from the Exile to Daniel. Mj. Spring, SMITH.

**318. Religion in Hebrew Life.**—(1) Up to the Disruption. Prerequisite: 315. Mj. Autumn, GRAHAM.

**319. Religion in Hebrew Life.**—(2) From the Disruption to the Exile. Prerequisite: 316. Mj. Winter, GRAHAM.

**320. Religion in Hebrew Life.**—(3) From the Exile to the Roman Period. Prerequisite: 317. Mj. Spring, GRAHAM.

Courses 318–20, especially designed for the benefit of preachers, are intended to show how the Old Testament can be treated homiletically.

**401. Isaiah 1–12.**—Translation, interpretation, and analysis. Mj. SMITH.

**402. Job.**—Literary form and analysis; chief teachings; critical reading of text. Mj. Winter, GRAHAM.

**403. Ecclesiastes.**—Translation, interpretation, and analysis. Mj. GRAHAM.

**404. Song of Songs.**—Translation, interpretation, and study of origins. Mj. IRWIN.

**405. The Problem of Deuteronomy.**—Translation and analysis of book. Mj. GRAHAM.

**406. Isaiah 40–55.**—Mj. Translation, and exegesis. GRAHAM.

**407. Ezekiel.**—Translation, analysis, and interpretation.—Mj. GRAHAM.

**408. The Religion of the Hebrews to the Exile.**—Mj. Autumn, SMITH.

**409. The Religion of the Hebrews from the Exile to the Maccabees.**—Mj. Winter, SMITH.

**410. The Development of Hebrew Ethics.**—Mj. SMITH.

**411. Early History of Syria and Palestine.**—Mj. GRAHAM.

**412. History of the Hebrews to the Exile.**—Mj. GRAHAM.

**413. History of Judaism.**—Mj. GRAHAM.

**414. Research Course in Exegesis.**—Mj. Summer, 1931, SMITH.

**415. Research Course in Textual Criticism.**—Mj. Autumn, 1930, SMITH.

**416. Research Course in Hebrew History.**—Mj. GRAHAM.

**417. Research Course in Hebrew Legislation.**—Mj. SMITH.

**418. Research Course in Hebrew Poetry.**—Mj. Winter, SMITH.

**419. Research Course in Hebrew Religion.**—Mj. Spring, GRAHAM.

### B. COURSES IN SYRIAC AND ARAMAIC

**321. Elementary Syriac.**—Mj. Summer, SIEGEL.

**322. Intermediate Syriac.**—Mj. Autumn, SIEGEL.

**323. Biblical Aramaic.**—Mj. Winter, SIEGEL.

**324. Aramaic Papyri and Inscriptions.**—Mj. Spring, SIEGEL.

**421. Research in Syriac Literature.**—Mj. Summer, SPRENGLING.

**422. Research in Bar Hebraeus.**—Mj. Autumn, GRAHAM AND SPRENGLING.

**423. Research in Bar Salibi.**—Mj. Winter, SPRENGLING.

**424. Research in the Peshito.**—Mj. Spring, GRAHAM AND SPRENGLING.

### C. RABBINICAL COURSES

**325. The Evolution of Judaism.**—Mj. MANN.

**326. Post-Biblical Jewish Literature I.**—Mj. Autumn, MANN.

**327. Post-Biblical Jewish Literature II.**—Mj. Winter, MANN.

**328. Post-Biblical Jewish Literature III.**—Mj. Spring, MANN.

**329. Rabbinical Hebrew.**—Mj. MANN.

**425–27. Judaic Research.**—Mj. Autumn, Winter, Spring, MANN.

## SUB-DEPARTMENT OF ARABIC AND ISLAM

**366. Elementary Arabic I.**—Mj. Autumn, SPRENGLING.

**367. Elementary Arabic II.**—Mj. Winter, SPRENGLING.

**368. The Bible in Arabic.**—Mj. SPRENGLING.

**369. Historical Literature.**—Mj. Spring, SPRENGLING.

**370. Modern Arabic Literature.**—Mj. SPRENGLING.

Any one of courses 368–70 may be taken as Elementary Arabic III.

**372. Modern Persian I.**—Mj. SRPENGLING.

**373. Modern Persian II.**—Mj. SPRENGLING.

**374. Turkish I.**—Mj. Summer, SPRENGLING.

**375. Turkish II.**—Mj. SPRENGLING.

**376. Elements of Phonetics.**—Mj. Summer, SPRENGLING.

**377. History of the Moslem World, Survey.**—Mj. Winter, SPRENGLING.

**378. Mohammedan Religion, Survey.**—Mj. SPRENGLING.

**379. Arabic, Persian, and Turkish Literature, Survey.**—Mj. SPRENGLING.

Courses 377–79 do not require a knowledge of Arabic.

**466. Research in Mohammedan History.**—Mj. Summer, SPRENGLING.

**467. Research in Mohammedan Religion.**—Mj. Autumn, SPRENGLING.

**468. Research in Mohammedan Philosophy.**—Mj. Winter, SPRENGLING.

**469. Research in Mohammedan Ethics.**—Mj. Spring, SPRENGLING.

**470. Research in Mohammedan Literature.**—Mj. SPRENGLING.

**471. Research in Modern Mohammedanism.**—Mj. SPRENGLING.

**472. Research in Arabic Philology.**—Mj. SPRENGLING.

## SUB-DEPARTMENT OF ORIENTAL HISTORY

**381. History of the Ancient Orient I.**—Prehistory and the early kingdoms. The prehistory of the Near East and the extension of prehistoric culture in Europe, early Egypt, and Babylonia, and their relations to neighbor countries. Mj. Autumn, OLMSTEAD.

**382. History of the Ancient Orient II. The Oriental Empires.**—The Egyptian, Assyrian, and Chaldaean empires, the Hebrews and their religion. Mj. Winter, OLMSTEAD.

**383. History of the Ancient Orient III.**—The Greco-Roman Orient, the Parthian and Sassanid empires. The Near East in the later ancient history, the Hellenization of the Near East and the oriental reaction, the triumph of the Orient in the Parthian and Sassanid empires. Mj. Spring, OLMSTEAD.

**481–83. Seminar in Oriental History.**—Historical method and its application to the problems of the ancient Orient. Study of some special problem or period. Mj. Autumn, Winter, Spring, OLMSTEAD.

# New Testament and Early Christian Literature

BENJAMIN WILLARD ROBINSON, D.B., PH.D., Iowa Professor of New Testament Literature and Interpretation.

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EDGAR JOHNSON GOODSPEED, D.B., PH.D., D.D., Professor of Biblical and Patristic Greek; Chairman of the Department in the University.

SHIRLEY JACKSON CASE, D.B., PH.D., D.D., D.C.L., Professor of the History of Early Christianity in the University.

DONALD WAYNE RIDDLE, D.B., PH.D., Associate Professor of New Testament Literature in the University.

HAROLD RIDEOUT WILLOUGHBY, D.B., PH.D., Associate Professor of New Testament Literature in the University.

Fred Merrifield, D.B., Assistant Professor of New Testament History and Interpretation in the University.

Benjamin Wisner Bacon, D.D., Litt.D. (Oxon.), Buckingham Professor of New Testament Criticism and Exegesis (Retired), Yale University (Summer, 1930).

Frank Eakin, Ph.D., former Associate Professor of New Testament Literature, Western Theological Seminary, Pittsburgh, Pennsylvania (Summer, 1930).

The courses in this Department are given in three divisions: I. History, including the origin and development of early Christianity, and the occasion, purpose, and character of each of the books of the New Testament. II. Interpretation of the several books of the New Testament. This division includes courses upon the Greek of the New Testament, but all courses, unless expressly described as requiring Greek, may be taken by students having no knowledge of Greek. Separate sections are formed for English and Greek students if and so far as necessary. Greek is not required for the D.B. degree. III. Teaching. Special emphasis is given to the personal religion of Jesus and to the relation of the various parts of the New Testament to his teaching.

It is of vital importance that the student should acquire during his training a knowledge of the Literature of the New Testament and in particular of the religion of Jesus. Candidates for the D.B. degree should plan to take courses upon The Literature of the New Testament, The Religion of Jesus, and The Development of Early Christianity (S302, S303, S301); two of these courses should be taken during the first year.

Students who wish to specialize in New Testament for the D.B. degree are advised to select, in addition to these, three or more courses which shall include one upon the Life of Jesus, one upon the Religion of Paul, and one upon the Gospel of John.

Students who desire to obtain the A.M. degree in this Department are required to accomplish at least eight majors of graduate work under the direction of the University Chairman of the Department and to present an acceptable dissertation. Candidates are expected to have a working knowledge of Greek.

The New Testament Club of the University and Seminary holds meetings once in three weeks for the review of current literature and the discussion of subjects connected with New Testament study.

## I. HISTORY

**S301. Beginnings of Christianity.**—History of the Jewish people from Alexander to the destruction of Jerusalem; early Jewish Christianity; political and religious conditions in the Roman empire; expansion and development of early Christianity. Mj. Autumn, Robinson.

**S302. The Literature of the New Testament.**—Occasion, purpose, and content of each book of the New Testament, with special emphasis upon Paul's letters in relation to his career and upon the Synoptic Gospels in relation to each other and to their sources. Mj. Spring, Robinson.

**S310. The Life of Jesus.**—His birth, baptism, temptation, messiahship, miracles, crucifixion, resurrection, and second coming. Mj. Winter, ROBINSON.

**S312. Life of Paul.**—Paul's personal greatness; Jewish career; Christian experience; universal message; permanent influence. Mj. ROBINSON.

**S316. Contribution of the Papyri.**—History of their discovery and publication; lines along which they have influenced New Testament interpretation; reading of selected texts. Mj. ROBINSON.

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**301. Christianity in Its Jewish Environment.**—Egyptian and Syrian Hellenicism. Judaism in Palestine and the Diaspora. Political and social developments under the Hasmoneans, the Herods, and the Romans, The beginnings of Christianity in Palestine. John the Baptist and Jesus. The Jerusalem community and Paul. The transition to the gentile environment. Mj. Winter, WILLOUGHBY.

**302. The Literature of the New Testament.**—The several books of the New Testament in relation to the life of the early church; situations which called them forth; and the development of Christian thought embodied in them. Mj. Autumn, GOODSPEED.

**322. Textual Criticism of the New Testament.**—History, materials, and principles of criticism, with practical exercises from facsimiles and manuscripts. Mj. Spring, GOODSPEED.

**331. The New Testament and Graeco-Roman Literature.**—A definition of the forms of literature which appear in the New Testament. Epistolary literature and Paul's letters; the gospels and contemporary biographies; Acts and Graeco-Roman historiography; gentile apocalypses and Revelation. Mj. Autumn, WILLOUGHBY.

**335. The Apostolic Fathers.**—Brief introductions; relationship to earlier and later Christian literature; reading and interpretation of the Greek text. Mj. Spring, GOODSPEED.

**337. Uncanonical Gospels, Acts, and Apocalypses.**—Origin and influence of the gospels, of the Hebrews, Egyptians, James, Peter, Thomas; Acts of Paul, John, Peter, Thomas; Revelation of Peter; Epistle of the Apostles, and other such early texts. Mj. Autumn, GOODSPEED.

**412. Paul and Hellenism.**—Paul's contact with the gentile world both before and after his conversion; his relation to the mystery-cults, Stoicism, and oriental mysticism; the extent to which his gentile environment influenced Paul's religious experience and thinking. Research course. Mj. Autumn, CASE.

**418. Christianity and the Graeco-Roman Philosophies.**—The religious aspects of the various schools of Graeco-Roman philosophy; the influence of the Cynic-Stoic diatribe and ethics upon the Christian missionary preaching; the antecedents of Gnosticism, the philosophical strain in the apologists, the debt of Origen and Augustine to neo-Platonism; the Christian polemic against pagan intellectualism, and the emergence of a distinctively Christian philosophy. A research course. Mj. Winter, CASE.

**421. Some Social Attitudes of the Early Christians.**—A research course to discover the social bases for the distinctively Christian way of life. Mj. Winter, RIDDLE.

**426. The New Testament in the Second Century.**—The first collections of Christian literature and the making of the first New Testament; its fluctuations and definition. The rise of the canon. Mj. Autumn, GOODSPEED.

## II. INTERPRETATION

**S356. The Gospel of Luke.**—Interpretation; comparison of accounts; teachings of the parables; general view of Jesus' ministry and mission. Mj. ROBINSON.

**S358. The Gospel of John.**—Essential characteristics; author and purpose; Johannine conception of Jesus; interpretation of chapters of the gospel in light of the Ephesian situation and the religious language and ideas of the time. Mj. Autumn, ROBINSON.

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**340. The Greek of the New Testament.**—Characteristics of the Greek of the New Testament; principles of syntax; translation of Gospel of Mark; grammatical interpretation. Prerequisite: 2 units of preparatory Greek, or the equivalent amount of college Greek. Mj. Winter, ———.

**344. Readings in the Greek New Testament.**—The books to be read will be selected with reference to the needs of those who elect the course. Mj. Autumn, WILLOUGHBY.

**345. The Septuagint.**—Origin of the version; its date and characteristics; grammar and syntax. Reading of representative portions. Hebraisms; influence of the Koine; bearing on Old Testament text; influence on New Testament Greek. Mj. Spring, ———.

**355. The Earliest Gospel.**—Provenance and purpose of the Gospel of Mark; analysis of its contents; interpretation of the Gospel in relation to the development of the Christian movement. M. Summer, Second Term, EAKIN; Mj. Spring, WILLOUGHBY.

**357. Introduction to the Gospel of John.**—M. Summer, First Term, BACON.

**359. The Lukan Gospel and Acts.**—Unity, authorship, date, occasion, sources, historical background, religious and literary affinities. Mj. (or M. either Term), Summer, RIDDLE.

**364. The Epistles to the Corinthians.**—Historical situation, including conditions of church life in the gentile world; analysis of the letters; interpretation; conflicts of social inheritances; contributions of the letters to our knowledge of primitive Christianity. Mj. WILLOUGHBY.

**366. The Epistle to the Ephesians.**—Problems of its origin; relation to Colossians; authenticity; text; date, occasion and purpose; relation to the collected Pauline letters; its character as a "commentary" upon them. Interpretation. Mj. Spring, GOODSPEED.

**367. The Letter to the Philippians.**—M. Summer, First Term, BACON.

**368. The Later Epistles of Paul.**—Mj. Summer (or M. either Term), RIDDLE.

**370. The Revelation of John.**—M. Summer, Second Term, EAKIN.

**440. Iconography of the Greek New Testament.**—Scribes and miniaturists and their ways: the development of the Byzantine art of manuscript illumination; the cycles of New Testament miniatures; iconographic studies with the aid of photographs, facsimiles, and originals. The objective of this course is the creation of a complete corpus of New Testament iconography. A research course. Mj. Spring, WILLOUGHBY.

## III. TEACHING

**S303. The Religion of Jesus.**—The relation of Jesus to Judaism; classification of the sayings; comparison with contemporary teaching; distinctive elements of Jesus' Gospel; survey of the teaching. Mj. Summer (or M. either Term), Winter, ROBINSON.

**S313. The Religion of Paul.**—Paul's character, as a man; Jewish religious ideals; Hellenistic influences; significance of his conversion; his Christian message in relation to Greek popular philosophies and religions; the social import of his teaching. Mj. Summer (or M. either Term), Spring, ROBINSON.

**S314. The Mystical Element in Paul.**—His conception of the living Christ; thought of his own conversion; description of the life in Christ; use of metaphor and simile in these descriptions; synonymity of metaphorical expressions. Research course. Mj. ROBINSON.

**S396. Development of Doctrine within the New Testament Period.**—The interrelationship of the teachings of Jesus, Paul, John, James, Hebrews. Mj. ROBINSON.

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**303. Teaching of Jesus.**—Character of the sources of information; circumstances under which the teaching was transmitted; analysis and classification of its content as reported in the gospels; its significance for Jesus and for the believers who collected and used the accounts; based on the English text. Mj. Spring, RIDDLE.

**323. New Testament Teachings and Religious Experience.**—A study of the New Testament which regards the Christian Literature as a product of experience. Mj. Summer, RIDDLE.

**400. Research Work.**—Investigation in the field of lexicography, history, and biblical theology. Every Quarter, GOODSPEED.

# Church History

Ozora Stearns Davis, Ph.D., D.D., LL.D., Professor of Practical Theology.
Wilhelm Pauck, Lic. Theol. (Berlin), Associate Professor of Ecclesiastical History and Historical Theology.
Matthew Spinka, Ph.D., Librarian, and Lecturer in the History of the Eastern Christian Church.

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Shirley Jackson Case, D.B., Ph.D., D.D., D.C.L., Professor of the History of Early Christianity; Chairman of the Department of Church History in the University.
John Thomas McNeill, D.B., Ph.D., D.D., Professor of the History of European Christianity in the University.
William Warren Sweet, D.B., Ph.D., Professor of the History of American Christianity in the University.
Winfred Ernest Garrison, Ph.D., Associate Professor of Church History in the University.
Ernest William Parsons, D.B., Ph.D., D.D., Professor of New Testament Interpretation, Colgate-Rochester Divinity School (Summer, 1930).
William Walker Rockwell, S.T.L., Ph.D., Librarian, Union Theological Seminary (Summer, 1930).

*Plan of courses.*—The combined resources of Seminary and University in the field of Church History make possible the offering of three classes of courses. *First*, three general courses intended to introduce the student to those periods in the development of the Church which were most creative and determinative, the understanding of which is essential for the minister in the church of today. *Second*, courses dealing with Congregational history and polity. It is important that students preparing for the Congregational ministry at home or abroad should acquaint themselves with the past of their own church, as well as with the general movements of the Church Universal. *Third*, courses in missions at home and abroad. Students preparing for the home ministry, as well as those fitting themselves for foreign service, should acquaint themselves with the history of the expansion of Christianity. The Seminary and the Divinity School of the University offer rare opportunities for such study. Students preparing for foreign service are referred to the courses in the science and technique of missions listed in the Department of Practical Theology (IV. Missions).

Candidates for the D.B. degree who are preparing for the pastorate are advised to take courses S301, S302, S303. Students wishing to specialize in Church History for the D.B. degree are advised to select three or more courses in addition to the foregoing. These should be chosen after conference with the Head of the Department.

Candidates for the degree of Master of Arts in the Department of Church History must meet the general requirements for that degree, and must have to their credit eight majors of graduate resident work in history in addition to the three mentioned above.

*Church history and history.*—Inasmuch as church history is but a special field in the general Department of History, the attention of seminary students is called to the large number of courses in history offered in the Departments of Arts, Literature, and Science of the University, together with certain courses in the Graduate Schools.

## I. INTRODUCTION AND METHODOLOGY

**S301. Christianity in the Ancient World.**—The development of the church in its relation to the political, social, intellectual, and religious life of the ancient world. The expansion of Christianity, the growth of church government, the development of the dogma and the evolution of Christian ethics in the ancient East and West until the recognition of the Christian church as the imperial state church. The effect of the decline of the Graeco-Roman civilization upon the Christian church. The formation of Eastern orthodoxy, the significance of Augustine and the importance of the Roman papacy. Mj. Autumn, PAUCK.

**S302. Christianity in Medieval Europe.**—The Christianization of Northern Europe after the great migration. The place of Christianity in early medieval feudalism. The ascendancy of the papacy as a world-power in its struggle against the German emperors. The rise of Western civilization under the influence of Latin Catholicism. The importance of the monastic orders for the development of Catholicism, especially its scholasticism. The decline of papal Catholicism as a world-power under the influence of the beginnings of modern civilization in nationalism, Humanism, and the Renaissance. Mj. Winter, PAUCK.

**S303. Christianity in the Modern World.**—Luther, the Reformation and Counter-Reformation. The expansion of Protestantism in the Western world under the influence of national political forces. The transformation of Catholic and Protestant Christianity. Mj. Spring, PAUCK.

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**301. The Rise of Christianity.**—The beginnings of the Christian movement in Palestine; the course of Christianity's development in relation to its Graeco-Roman social environment from the earliest contact with Gentiles, through the period of struggle with rivals and on to the recognition of Christianity as the only legal religion of the Roman Empire; the influence on the church of the barbarian invasions. Mj. Autumn, CASE.

**302. Christianity and the European Nations** (A.D. 800–1600).—The church and culture in the Carolingian Empire; Christianity in feudal Europe; ascendancy of the papacy as a world power; religious revivals and intellectual movements of the middle ages; new social and intellectual forces—nationalism, town life, the New Learning; the religious revolution of the sixteenth century; ideals and achievements of Luther, Calvin, Loyola; the character of early Protestantism. Mj. Summer (or M. either Term), First Term, MCNEILL; Second Term, Rockwell; Winter, MCNEILL.

**303. Christianity and the American People.**—A survey of the rise and development of Christianity in America. The significance of religion in the founding of the colonies and the development of their life; the rise of denominational organizations and church institutions; influence of the Church on the rise of nationalism; religious forces in the critical periods of American history; development of religion amidst conditions peculiar to America. Mj. Spring, SWEET.

**408. Research.**—Mj. every Quarter. CASE.

## II. CHRISTIANITY IN THE ROMAN EMPIRE

**S322. Augustine, His Life and His Theology.**—A survey course on the development of the Catholic church as revealed in Augustine's teaching; the course comprehends not only Augustine's own system, but also its preparation in the ancient Catholic church and its influence on the medieval Catholic church; a comparison of Augustine and Luther and of Augustine and Calvin. Mj. PAUCK.

**S324. The Church in the Eastern Roman Empire.**—The development of separatist consciousness in the eastern half of the Roman Empire from the reign of Constantine to the fall of Constantinople in 1453; the effect of the imperial policy upon the church; separation of the Eastern from the Western churches; causes of the downfall of the Eastern Empire. Mj. Autumn, SPINKA.

**S420. Tertullian.**—A seminar on the life of the ancient church as seen in Tertullian's writings; growth of canon, creed, episcopate, and trinitarian and Christological dogma; combat against the Gnostic and Martianite heresies; the fight for a Christian morality. Mj. PAUCK.

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**316. The Religious Environment of Early Christianity.**—A descriptive survey of the various religions of the Mediterranean world during the first three centuries of the present era; the cults of Greek and Roman deities, worship of the emperor, the various oriental cults; the extent and popularity of Christianity's rivals and their influence upon its growth. Mj. Winter CASE.

**318. The Christian Conquest of Ancient Culture.**—The characteristic features of Graeco-Roman Culture; the rise of intellectual, literary, and artistic interests within Christianity; the evolution of Christian education, the building and ornamentation of churches; the process by which Christianity appropriated and became sole representative of the cultural phases of life in the Roman Empire. Mj. (or M. either Term) First Term, PARSONS; Second Term, CASE.

**322. The Christian Life in the Roman Empire.**—Christianity's ethical heritage from Judaism and Hellenism, morality in the Graeco-Roman cults, the ethical emphasis in Paul and the Gospels, problems of conduct in the life of the expanding church, the growth of asceticism, practical adjustments of moral standards as Christianity became the official religion of the Roman Empire. Mj. (or M. either Term), Summer, First Term, PARSONS; Second Term, CASE.

**324. The Preacher in the Ancient Church.**—The prophetic heritage from Judaism; the activity of Sophists and Cynic-Stoic preachers among Gentiles; the preaching of Jesus, Paul, and their successors until the time of Chrysostom and Augustine; the contribution of the preacher to the growth of Christian beliefs and institutions; his relations with his pagan environment; his use of Scripture; his treatment of new problems; an estimate of his significance for the success of Christianity in Roman society. Prerequisite: Church History 301. Mj. Spring, CASE.

**420. Christianity and the Roman State.**—The attitude of the Roman political authorities toward foreign cults, the causes of hostility to Christianity, the successive persecutions, the Christians' view of politics and their attitude toward the government, their rise to a position of influence in the state, the religion of Constantine, the rise of an imperial state church, and the relation of Christianity to the "fall" of the Empire. A research course. Mj. Spring, CASE.

## III. CHRISTIANITY IN THE EUROPEAN NATIONS

**S334. History of Dogma.**—An outline of the development of Catholic dogma in the patristic and the scholastic periods until its codification (Trent and Vatican Councils) and its dissolution in the Reformation. Mj. Autumn, PAUCK.

**S338. Great Christian Leaders.**—A survey of the history of Christendom under a biographical aspect. The life and work of great Christian personalities seen as dramatizations of the culminating periods of Christian history. Mj. PAUCK.

**S340. Great Leaders of the Eastern Christendom.**—This course comprises a study of the lives and influence of the outstanding religious leaders of Eastern Christendom. It deals with all the major national groups and includes such characters as Origen, Athanasius, Basil, Chrysostom, Ephraim, John of Damascus, Patriarch Photius, Cyril and Methodius, St. Sava, V. S. Solovev, and others. Mj. Spring, SPINKA.

**S344. The Reformation in Slavic Lands.**—A course comprising the Reformation movement in Bohemia, Poland, and among the Jugoslavs. Consideration is given to the Husite movement, the rise of the *Unitas Fratrum*, the relationship of the Bohemian non-catholic groups to Luther and other reformers, and the debacle of the Reformation movement in 1620. In Poland, the study comprises the development of the strong

groups of Calvinists, Lutherans, Bohemian Brethren and the Socinians. As for the Jugoslavs, consideration is given to the reform movement in Croatia, Mj. (or M. either Term), Summer, SPINKA.

**S345. Contemporary Culture as an Outgrowth of the Reformation.**—The influence of the Reformation on politics, philosophy, art, national character, etc. M. 2 hours a week. Spring, PAUCK.

**S348. Comparative History of Christian Denominations.**—Eastern Christianity, Roman Catholicism, Anglicanism, and Protestantism in comparison, as seen in their historical development. Mj. Spring, PAUCK.

**S352. The Eastern Orthodoxy as a Cultural Force.**—The social life, literature, and arts of the Byzantine Empire, Russia, the Balkans, and other predominantly Orthodox countries as affected by the cultural influence of the Eastern Orthodox churches. The importance of Eastern monasticism in this respect, and the rôle it played in the various countries under consideration. Mj. SPINKA.

**S354. The Post-War Eastern Christendom.**—A study of the effect of the World War upon the constituent communions of Eastern Christendom and their present situation. The principal movements of thought and reform within these groups. Mj. SPINKA.

**S356. The Eastern Orthodox National Churches.**—The rise and development of national Orthodox churches in Russia, Greece, Yugoslavia, Bulgaria, and Roumania; also the later history of the patriarchates in the Turkish Empire. The separated churches, the Nestorian, the Armenian, the Coptic, and Abyssinian are also briefly considered. Mj. Winter, SPINKA.

**S358. History of the Church of Russia.**—The development of the Russian Orthodox church from the time of introduction of Christianity to the present day; a detailed study of the Russian church under the Soviet régime. Mj. SPINKA.

**S360. The History of the Social Consciousness of the Christian Church.**—The social ideals of Christianity from the beginning of the church until the establishment of Calvinism. Mj. PAUCK.

**S440. Luther.**—A seminar on Luther's religion. Mj. PAUCK.

**S442. Calvin.**—A seminar on Calvin's religion. Mj. Autumn, PAUCK.

**S444. The Idea of the "Kingdom of God" in History.**—Research. Mj. Winter, PAUCK.

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**326. The History of Western Monasticism.**—The ascetic tendency in religion. Organized asceticism outside of Christianity. Origin and early development of monasticism. Monastic institutions in Italy and Gaul, and in the Celtic churches. St. Benedict and the Benedictine Order. Conflict of monastic principles of "industry" and "poverty" illustrated in repeated decline and revival of monasticism in the Middle Ages. Types of monastic piety. Contribution of the monks to civilization and culture. Renaissance revolt against the monastic ideal. Mj. Autumn, MCNEILL.

**327. Monasticism in the Feudal Age.**—A survey of the history of Western monasticism from the eighth to the thirteenth century. Attention will be given to the social background, personal leadership, and the religious, educational, and economic significance of the greater monastic movements of the period. M. Summer, First Term, MCNEILL.

**329. The Papacy.**—A sketch of the rise and growth of the institution, with particular emphasis upon its place in modern Catholicism. M. Second Term, Summer, ROCKWELL.

**332. Advocates of Church Reform from Grossetête to Luther.**—This course will review the proposals for church reform from the middle of the thirteenth century to the beginning of the Lutheran Reformation. The ideals of spiritual and progressive minds, reacting in their different environments to the defects of the church as a religious institution will be illustrated with reference to such advocates of reform as Grossetête, Roger Bacon, Dante, Marsilius, Occam, Tauler, Bradwardine, Wyclif, Huss, Gerson, Cusanus, Groot, Gansfort, Wesel, Reuchlin, Erasmus, Lefèvre, Ximenes. Mj. Winter, MCNEILL.

**D336. The Renaissance and the Church.**—The transition from medievalism, the rise of the modern spirit as exhibited in the fine arts, humanism, and the awakening

in science and philosophy, and the effects of this new intellectual and cultural life upon religion and morality. The major emphasis will be upon the Renaissance in Italy, and this will be considered, not merely as a historical phenomenon, but as illustrating the general problem of the relation of humanism to religion. Mj. Autumn, GARRISON.

340. **Calvin and the Reformed Churches.**—Early environment and humanistic studies of Calvin. Religious situation at the beginning of his public work. Formative influence of his *Institutes*. Affinities of Calvin with the Scholastics. The Genevan theocracy under his leadership. Expansion of Calvinism in France and the Netherlands. Extent of the influence of Calvinism in England and Scotland. The Calvinist ethical type. Calvinism and the rise of capitalism. Organization and worship of the Reformed churches. Students will give attention to the writings of Calvin and his associates, and to the principal sixteenth century documents of the Reformed churches. Mj. Spring, MCNEILL.

D343. **Development of Religious Liberty.**—Development of the theory and practice of intolerance; medieval solidarity and the pioneers of liberty; effect of the Renaissance on civil and religious liberty; the rise of national churches; attitudes of Roman Catholicism and Protestantism toward freedom of conscience; non-conformity in England; growth of religious liberty in America. M. Summer, First Term, GARRISON.

D353. **Christian Union and Co-operation.**—A survey of the unity and divisions of the church from New Testament times to the Reformation; plans for reunion since the Reformation; present status of the problem and present-day co-operative and federative activities of the churches. M. Summer, Second Term, GARRISON.

D356. **Modern Catholicism.**—A study of the development of the Roman Catholic doctrine and policies in Europe and America since 1870, with especial emphasis upon the present attitude and program of Catholicism. Mj. Autumn, GARRISON.

## IV. CHRISTIANITY IN AMERICA

S386. **Congregational History and Polity.**—The background in England and Holland; the development of Congregationalism in America; the recent trends. Mj. Winter, DAVIS.

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360. **Christianity and the American Colonies.**—The European background of American Christianity; the Puritan colonies and the rise of Congregationalism; the Established church in the colonies; the experiments of Calvert, Roger Williams, and William Penn; the rise of the smaller colonial sects; Scotch-Irish immigration and the beginnings of American Presbyterianism; the great colonial revivals; the beginning of denominational organization; religious aspects of the Revolution. Mj. Autumn, SWEET.

362. **Christianity and the American Republic.**—The national organization of the American churches; the churches and the western movement of population; the rise of the interdenominational societies and the missionary societies, domestic and foreign; frontier religious problems and institutions; slavery and the churches; denominational divisions; the churches and the Civil War; the churches and the rise of big business; modern movements toward church union; the growing interest of the church in social problems. Mj. Winter, SWEET.

367. **The Popular Churches on the Early Frontier.**—A study of the activities of the Baptists, the Methodists, and the Presbyterian-Congregationalists in relation to the westward movement of population from the close of the Revolution to 1840. M. Summer, Second Term, 2:30, SWEET.

372. **Rise and Development of Negro Churches in the United States.**—Attempts to Christianize Negro slaves in the Colonial Period; the period of neglect of the Negro, 1800–1830; missions to the slaves, 1830–60; attempts of the southern churches to reach the Negroes after the slavery schisms; effects of the Civil War upon the relation of Negroes to the southern churches; the work of northern churches among the Negroes during and following the Civil War; the rise of the independent Negro churches in recent times. Mj. Winter, SWEET.

375. **America as a Mission Field.**—This course will survey the various types of missionary work carried on in North America by the Protestant churches from earliest times to the present. Particular attention will be given to Indian missions both in the Colonial and National periods. M. Summer, Second Term, 3:30, SWEET.

**376. The Era of the Isms.**—A study of the rise of those peculiar religious groups of the early nineteenth century, coming largely out of a New England background, such as Spiritualism, Shakerism, Millerism, Mormonism, and Christian Science. Mj. Spring, SWEET.

**D386. History of the Disciples.**—Historical and philosophical backgrounds; religious conditions in America at the beginning of the nineteenth century; beginning of an independent movement; early relation and separation of Baptists and Disciples; growth, development of organization, and progress of thought among the Disciples; their journalistic, educational, and missionary enterprises. Mj. (or M. either Term), Summer, GARRISON.

**D388. Life and Times of Alexander Campbell.**—Mj. Autumn, GARRISON.

**466. The Church and the Early Frontier.**—A research course devoted largely to the activities of the Presbyterians and Congregationalists in the trans-Allegheny region from the close of the Revolution to the abrogation of the Plan of Union. Mj. Autumn, SWEET.

## V. HISTORY OF MISSIONS

**390. Missionary Expansion of Christianity since the Reformation.**—The Reformers and foreign missions. Missionary phase of the Counter-Reformation. Activities of the Jesuits and other Roman Catholic orders in non-Christian lands. Early Protestant colonial missions. Missionary efforts of the Pietists and Moravians. The Evangelical Movement and the era of missionary societies. Missions become a normal activity of the Protestant churches. Revolution in missionary endeavor as the mission churches outgrow tutelage. Interrelations of Christianity and other faiths. Mj. Autumn, MCNEILL.

# Christian Theology and Ethics

ARTHUR CUSHMAN MCGIFFERT, JR., D.B., A.M., Professor of Christian Theology.
CLARENCE AUGUSTINE BECKWITH, S.T.D., Professor Emeritus of Christian Theology.
WILHELM PAUCK, Lic. Theol. (Berlin), Associate Professor of Ecclesiastical History and Historical Theology.

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SHAILER MATHEWS, A.M., D.D., LL.D., Professor of Historical Theology; Chairman of the Department of Christian Theology and Ethics.
HENRY NELSON WIEMAN, PH.D., Professor of Christian Theology.
EDWIN EWART AUBREY, A.M., D.B., PH.D., Professor of Christian Theology.
EDMUND S. CONKLIN, A.M., PH.D., Professor of Psychology, University of Oregon (Summer, 1930).
ALBERT C. KNUDSON, PH.D., S.T.D., Dean of the School of Theology, Boston University (Summer, 1930).

The central and most important part of the work of the Department of Christian Theology lies in the division of Constructive Theology. Its aim is to acquaint the student with the chief problems and interpretations in the field of theology and to help him formulate his own convictions in terms of contemporary life. Courses S301, S302, and S303 are an introduction to the body of doctrine which forms the subject matter of Christian preaching and teaching. Other courses generally presuppose this outline treatment and provide opportunity for detailed study of particular topics. The divisions of the history of doctrine, ethics, apologetics, and the philosophy and psychology of religion include courses which supplement and give background to the main subject. The Divinity School of the University offers electives in a wide range of study.

Higher degrees in Christian Theology are given in accordance with the regulations of the University.

## I. HISTORICAL THEOLOGY

**S304. The History of Dogma (Church History S334).**—An outline of the development of Catholic dogma in the patristic and the scholastic periods until its codification (Trent and Vatican Councils) and its dissolution in the Reformation. See also announcement in the Department of Church History. Mj. Autumn, PAUCK.

**S305. (Church History S348) Comparative History of Christian Communions.**—Eastern Christianity, Roman Catholicism, Anglicanism, and Protestantism in comparison, as seen in their historical development. Mj. Spring, PAUCK.

**S313. The History of Christian Doctrine I.**—The Patristic Period. Mj. PAUCK.

**S314. The History of Christian Doctrine II.**—The Scholastic Period. Mj. PAUCK.

**S315. The History of Christian Doctrine III.**—The Reformation of Modern Period. Mj. PAUCK.

**S316. Schleiermacher and Ritschl.**—Mj. MCGIFFERT.

**S317. Development of American Religious Thought.**—M. Summer, Second Term, Mj. Spring, MCGIFFERT.

**S417. Jonathan Edwards.**—Research course. Mj. Autumn, MCGIFFERT.

**S434. History of the Doctrine of Salvation.**—Mj. MCGIFFERT.

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**201. Survey course.**—The evolution of the Christian religion. Mj. Autumn, MATHEWS.

**313. The History of Dogma I.**—The Patristic Period. Mj. Autumn, MATHEWS.

**314. The History of Dogma II.**—The Scholastic Period. Mj. Winter, MATHEWS.

**315. The History of Dogma III.**—The Reformation and Modern Period. Mj. Spring, MATHEWS.

**322. History of the Idea of God.**—M. Summer, First Term, MATHEWS.

**425. The History of the Doctrine of Immortality.**—Research course. Mj. MATHEWS.

## II. CONSTRUCTIVE THEOLOGY

**S302. Christian Theology I.**—Introduction to the study of theology; the ascending scale of human needs; the place of Jesus in the life of the Christian. Mj. Autumn, MCGIFFERT.

**S301. Christian Theology II.**—The God of the Christian. Mj. Winter, MCGIFFERT.

**S303. Christian Theology III.**—The Christian life, the church, the Kingdom of God. Mj. Spring, MCGIFFERT.

Courses 301, 302, and 341, given by Professors Mathews and Aubrey of the Divinity School, are equivalents of these courses.

**S332. Prayer.**— M. Summer, Second Term, M. 2 hours a week, Autumn, MCGIFFERT.

**S335. Christianity and Humanism.**—Mj. Winter, MCGIFFERT.

**S419. Experience and Theology.**—Mj. MCGIFFERT, BOISEN.

**450. Social and Theological Factors in Salvation.**—A study of the joint contributions of theology, ethics, sociology, and psychology to the reconstruction of the individual. Large use will be made of biographical, autobiographical, and other case material. Prerequisite: Six courses in social ethics and theology or the equivalent. Consent of instructors required. Joint seminar. HOLT, MCGIFFERT, MULLENBACH, BOISEN.

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**301. Systematic Theology I.**—Introduction. The task and the method of systematic theology; the Christian doctrine of God; the Christian view of man and sin. Mj. Autumn, AUBREY.

**302. Systematic Theology II.**—The Christian doctrines of salvation, and the person and work of Christ. Mj. or 2 M. Summer, MATHEWS, MCGIFFERT; Mj. Winter, AUBREY.

**330. Theological Encyclopedia and Methodology.**—The entire field of theology as an organic whole; relations of the different departments; methods of theological investigation. Prerequisite: 20 majors of work in the Divinity School. Mj.

**339. Theological Problems of Religious Leadership.**—Mj. Spring, AUBREY.

## III. CHRISTIAN ETHICS

**341. Christian Ethics.**—The principles of Christian living in the organization of personal habits and in the introduction of Christian ideals into social, economic, and political relations. Mj. Spring, MATHEWS.

**349. History of Christian Ethics.**—Mj. Spring, AUBREY.

See courses on Religion and Social Adaptation, Christianity and Modern Vocational Ethics, etc. in the Department of Social Ethics.

## IV. APOLOGETICS

**S352. The Christian Religion and Contemporary Philosophy.**—Mj. MCGIFFERT.

**S356. Psychological Aspects of the Christian Life.**—Mj. MCGIFFERT.

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**251. Religion and Modern Science.**—Mj. Winter, AUBREY.

**351. Christian Theology in Relation to Modern Science.**—Mj. Autumn, AUBREY.

**352. Christian Theology in Relation to Modern Philosophical Ideals.**—Mj. AUBREY.

**452. Christian Theology and Current Philosophy.**—A research course. Mj. Winter, WIEMAN.

## V. PHILOSOPHY AND PSYCHOLOGY OF RELIGION

**360. Current Psychology and Religion.**—M. Summer, CONKLIN.

**461. Christian Theology and Current Psychology.**—Prerequisite: C.T. 301, 302, 361. M. Summer, First Term, CONKLIN; Mj. Spring, WIEMAN.

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**361. Psychology of Religion.**—M. Summer, Second Term; Mj. Winter, WIEMAN.

**362. Philosophy of Religion.**—Mj. Autumn, WIEMAN.

**363. Philosophy of Theism.**—Mj. WIEMAN.

**364. Mysticism.**—Mj. WIEMAN.

**365. Religious Aspects of the Theory of Knowledge.**—M. Summer, Second Term; Mj. Autumn, WIEMAN.

**366. Religious Aspects of the Theory of Value.**—Mj. Spring, WIEMAN.

**469. Fundamental Problems in the Philosophy of Religion.**—A research course for advanced students. Mj. Autumn, Winter, Spring, WIEMAN.

# Comparative Religion

ALBERT EUSTACE HAYDON, A.M., D.B., PH.D., Associate Professor of History of Religions in the University.

**302. Introduction to the Study of Religions.**—A study of method in dealing with religions and a sketch of religious origins. Mj. Autumn, HAYDON.

**303. History of Religions I.**—Indo-European Religions (India, Iran, Greece, Rome, Teuton, Celts, and Slavs). Mj. Winter, HAYDON.

**304. History of Religions II.**—Religions of the Far East (China, Japan, Egypt, Babylonia, Assyria, Judaism, and Islam). Mj. Spring, HAYDON.

**341. The Idea of God in the Great Religions.**—Mj. Summer (or M. either Term), HAYDON.

**342. The Ideal of the Good Life in the Great Religions.**—Mj. Summer (or M. either Term), HAYDON.

# Social Ethics

Arthur Erastus Holt, Ph.D., D.D., Professor of Social Ethics.
Graham Taylor, A.B., A.M., D.D., LL.D., Professor Emeritus of Social Ethics.
Samuel Kincheloe, A.M., Ph.D., Research Associate and Lecturer in the Sociology of Religion.
Carl Romig Hutchinson, A.B., D.B., Research Associate.
James Mullenbach, D.B., LL.D., Lecturer in Social Ethics.

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Walter Burr, B.S., A.M., Professor of Rural Sociology, University of Missouri (Summer, 1930).

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Shailer Mathews, A.M., D.D., LL.D., Professor of Historical and Comparative Theology in the University.
Paul Howard Douglas, Ph.D., Professor of Industrial Relations in the University.
Harrison Allen Dobbs, A.B., Associate Professor of Social Economy in the University.

Christianity as a social force is always in touch with the social order. It comes in conflict with the social order in its ethical codes. The church as an institution is molded and shaped by the social forces which are abroad in society. Individual Christians meet the crises of their lives in the conflicts of the social order. In the courses planned in the Department of Social Ethics, an attempt is made to recognize and evaluate these social contacts of Christianity. Great emphasis is laid on the study of the actual situations and in the report of these situations to the class by the case method. Because of the close alliance existing between this department and the sociological departments of the University, ample opportunity is given to the student to pursue studies not covered in the curriculum of the Seminary.

**343. The Development of the Social Consciousness of the American Church.**—A study of the social attitude of the American Protestant churches during the Colonial Period, the settlement of the prairies of the West and the modern Industrial Period. M. Summer, First Term, Mj. Autumn, Holt.

**S344. Religion and Community Adaptation.**—A study of the principles involved in social adaptation on the part of the church with reference to types of modern communities and the most important economic groupings. Mj. Spring, Kincheloe.

**S345. Religion and the Major Social Evils.**—A case study of individuals in which there will be an attempt to discover the major evils which prey upon the life of men. Special attention will be given to the part which religion plays in man's struggle against these evils. Mj. Spring, Mullenbach.

**346. The Town and Country Church.**—A course dealing with the organization of modern rural life and the part which the church may play in this process. Mj. Spring, Holt.

**S346. The Town and Country Church.**—A course dealing with the organization of modern rural life and the part which the church may play in this process. M. Summer, Second Term, Burr.

**S347. The Church and a Factory Civilization.**—A course dealing with the motivation and organization of modern industrial life and the part which the church may play in this process. M. Summer, Second Term, Mj. Winter, Mullenbach.

**348. Christianity and Modern Vocational Ethics.**—An inductive study of the developing ethical codes of modern social groups. Mj. Winter, Holt.

**S349. Parish and Community Surveys.**—Students will be given instruction and experience in various types of survey methods. Mj. Autumn, KINCHELOE.

**352. The Church and the Family.**—A historical survey and a description of the types of families in America. M. 2 hours a week, Winter, HOLT.

**S353. Rural Sociology.**—M. Summer, Second Term, BURR.

**446. Research in Urban Religious Life III.**—This course is open to students engaged in urban research. Mj. Spring, HOLT, KINCHELOE.

**447. Research in Urban Religious Life II.**—Special attention to unusual problems developing in urban communities. Mj. Winter, HOLT, KINCHELOE.

**448. Research in Urban Religious Life.**—Special attention will be given to methods of studying problems in urban religious development. Mj. Autumn, HOLT, KINCHELOE.

Prerequisites for 446, 447, 448 will be S344 and S349 or equivalent and consent of instructor.

**449. Research in Relation between American Religious and Economic Development.**—A joint seminar with the Department of Economics. Admittance by consent of instructors. HOLT AND DOUGLAS.

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**342. Church and Society.**—Mj. Winter, MATHEWS.

**S.S.A. 390. Introduction to Case Work.**—Mj. Winter, DOBBS.

## Practical Theology

ALBERT WENTWORTH PALMER, D.B., D.D., President and Professor of Practical Theology.
FRANK GIBSON WARD, A.M., PH.D., D.D., Dean and Professor of Religious Education
OZORA STEARNS DAVIS, PH.D., D.D., LL.D., Professor of Practical Theology.
FRED EASTMAN, LITT.D., Professor of Religious Literature and Drama.
WALKER MOORE ALDERTON, A.M., D.B., Director of Student Field Activities.
MRS. CLARA ETHEL POWELL, PH.D., Assistant Professor of Religious Education.
CARL ROMIG HUTCHINSON, A.B., D.B., Research Associate.
CECIL MICHENER SMITH, A.M., Instructor of Music.
ANTON T. BOISEN, M.F., A.M., Professorial Lecturer.
VON OGDEN VOGT, A.M., D.B., L.H.D., Lecturer on Religion and the Fine Arts.
ROBERT CASHMAN, Lecturer in Church Business Administration.
THADDEUS HOYT AMES, M.D., Lecturer on Mental Hygiene and Pastoral Care.

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CARL SAFFORD PATTON, PH.D., D.D., Pastor First Congregational Church, Los Angeles, California (Summer, 1930).
RICHARD H. EDWARDS, A.B., Executive of National Council on Religion in Higher Education and United Religious Work in Cornell University (Summer, 1930).
PAUL HUTCHINSON, D.B., D.D., Managing Editor of the *Christian Century*, Chicago (Summer, 1930).

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THEODORE GERALD SOARES, D.B., PH.D., D.D., Professor of Religious Education in the University.
WILLIAM CLAYTON BOWER, A.M., Professor of Religious Education in the University.
CHARLES WHITNEY GILKEY, D.B., D.D., Professor of Preaching in the University.
ARCHIBALD GILLIES BAKER, PH.D., Associate Professor of Missions in the University.
CHARLES THOMAS HOLMAN, A.M., D.B., Assistant Professor of Pastoral Duties and Director of Vocational Training in the University.
ERNEST JOHN CHAVE, D.B., PH.D., Assistant Professor of Religious Education in the University.

The subdivisions of the Department of Practical Theology are made in accordance with the increasing demand of the church and society for

varied types of Christian ministry. The Preaching and Parish Ministry represents the established order of church work for many generations past. It still holds the center of interest, and the modern demand upon the minister in these particulars is exacting. The courses outlined aim to meet the need in a fundamental way. Mental hygiene and its bearing upon pastoral care is an important addition to the field of the parish ministry.

The ministry of Religious Education recalls early days in certain parts of the country when the teaching minister was a co-ordinate associate of the preaching minister. The present-day revival of the teaching function within the church is making the work of religious education attractive to young men and women. It is possible in building upon this foundation to take advantage not only of the courses listed here but also of many others given in the School of Education.

Christian Service and Missions suggest the extension of the work of the church, as at home and abroad it seeks to serve the community and the world at large. The turn of events within the last score of years has opened new fields of service and has broadened old ones. This is calling constantly for new courses to meet the situation and to take advantage of new opportunities.

Today as never before it is being recognized that one of the greatest sources of power and inspiration for the preacher is to be found in literature—biography, essay, novel, drama, poetry. To tap this reservoir of power diversified courses are being offered in the Seminary.

The Fine Arts are also coming into their own in the training of the modern minister. The Seminary has responded to this need by offering interesting work in this field.

The degree of A.M., given by the University of Chicago, may be arranged for within the Department of Practical Theology. The requisite hours of work and the selection of courses may be determined in consultation with the head of that department of the University.

## I. PREACHING AND PARISH MINISTRY

**S301. Principles of Preaching.**—Nature and function of the sermon; sources, development, content, literary form, aim, component parts, and logical and psychological sequence. Inductive study of typical preachers. Mj. Winter, DAVIS.

**302. Preparation and Delivery of Sermons.**—Practice in preaching in Joseph Bond Chapel with criticism by the class and the instructors. Private conferences on sermon organization. Prerequisite: 300 or 301 or S301. M. Summer, Second Term, PATTON; Mj. Spring, PALMER, GILKEY, EDWARDS.

**S303. The Use of the Bible in Preaching.**—The Bible regarded as the primary source of material for sermons. Selected passages covering all types of biblical literature; sermon plans developed; the principles of interpretation practically applied. Mj. PALMER.

**S308. The Twentieth Century Pulpit.**—A study of outstanding preachers of the present time, their methods, materials, and ideals. Mj. PALMER.

**S311. Field Work Course.**—Designed to acquaint the student at first hand with the primary tasks of leadership, and to provide practical experience with a definite club, class, or young people's group. Each student will make an analysis of the situation, including the organization and aims of the institution with which he is connected. Discussion of common problems, pertinent readings on programs and theory, regular reports both oral and written, and occasional field trips to study institutions. Required of all students doing supervised field work; others admitted by conference with the director. A minimum of seven hours of field work and an hour and a quarter of class work weekly through the year. Mj. ALDERTON.

**S315. Christian Worship.**—Character and importance of worship; origin and comparison of the great liturgies; study of church architecture as influencing the conduct of Christian worship; construction of appropriate liturgical forms. Mj. Winter, PALMER AND SMITH.

**S316. Appreciation of the Old Testament.**—Presupposes a knowledge of critical processes as represented in O.T. 315–17; an attempt to familiarize the student with its most significant passages and to appraise the value of its various parts for current use. Mj. PALMER.

**S317. Appreciation of the New Testament.**—A survey course designed to acquaint the student more thoroughly with the content of the New Testament, and to appraise the value of its various parts for current use. It presupposes a knowledge of critical processes and results as represented in N.T. 302. M. Summer, Second Term, PATTON.

**S318. Mental Hygiene and Pastoral Care.**—The contribution of psychiatry and mental hygiene to the ministers' understanding of personality and to wise and tactful dealing with people facing personal problems and temptations. Mj. Autumn, AMES.

**S321. The Case Method in Church Work.**—The purpose of the course is to prepare the student for the religious care of a modern parish. The theory of pastoral service is studied; specific cases presenting moral and religious problems are discussed; the diagnosis and treatment of cases of conscience are practically considered. Mj. Spring, DAVIS.

**S322. Church Administration.**—A survey of activities and aims in the church of today; study of outstanding churches in town, country, and city; the minister as preacher, pastor, and administrator. Mj. Autumn, PALMER.

**S323. Rural Religious Life.**—A study of rural situations, including surveys of town and country fields, analysis of church programs and community institutions. Personal conferences with instructors and frequent field supervision. Open to students in charge of town and country churches, and to those engaged in related research. ½Mj. Winter; ½Mj. Spring, ALDERTON AND HUTCHINSON.

**S327. Types of Religious Experiences and Personality Disorders.**—A study of morbid mental states from the standpoint of their implications for the religious teacher and educator. Mj. BOISEN.

**S201. The Business Administration of the Church.**—A study of the pastor's relations to the church and community, including the principles of church finance, advertising and publicity, office management, correspondence, filing, conventions, and the general organization of the church. M. Summer, Second Term, CASHMAN.

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**300. Sermon-Making. I.**—A study of plan and structure. The effective organization of material, the art of illustration, the treatment of texts. M. Summer, First Term; Autumn, Tu. and Th., GILKEY.

**301. Sermon-Making. II.**—Continuation of 300, with special reference to the organization of sermons in series. M. Winter, Tu., Th., GILKEY.

**303. The Use of the Bible in Preaching.**—Lectures on, and practice in, the relation of the biblical material to modern conditions and needs. M. Summer, First Term; Mj. Winter, GILKEY.

**306. The Sermon in Adult Education.**—The place of the sermon in church worship. The psychology of religious interpretation. The message of the modern pulpit. Mj. Spring, SOARES.

**307. Church Worship.**—The nature and function of worship. The church considered as the worshiping group. Liturgical, symbolical, and ritual resources. Educational principles involved in the training of a church in worship, including problems of grading. Evaluation of worship programs for children, youth, and adults. Mj. Autumn, SOARES.

**311. Church and Community Surveys.**—Each member of this class must have a position with a church which affords a real laboratory. The student will be required to make a survey of his own field of work in order to discover the relevant facts in both church and community upon the basis of which a church program may be projected. M. Autumn, HOLMAN.

**312. The Building of Church Programs.**—The development of church programs upon the basis of survey findings will be considered. Each student will be required to prepare a program for a specific church for immediate use and to formulate tentative objectives for a long-time program of advance. M. Winter, HOLMAN.

**313. The Church in America.**—The work of the church in America, in its varied denominational expressions, will be studied, including the objectives, programs, resources, and actual present achievements of these bodies. Each student will be required to investigate the work of his own denomination and to consider the manner in which his own task gears into the total program. M. Spring, HOLMAN.

**314. The Work of the Pastor.**—An examination of the work of the pastor in his immediate personal contacts and as leader of an organized church. Attention is given to pastoral visitation; the care and cure of souls; case records for use with individuals and families; team work with social agencies, physicians, psychiatrists, and others; the conduct of baptismal, marriage, and funeral services; the relation of the pastor to the program of the church and its subsidiary organizations, to other churches and agencies, and to the community. Mj. Spring, HOLMAN.

**320. Organization of Church Work.**—The technique of church and community surveys; the development of church programs upon the basis of survey findings; the projection of a program for a specific church and its subsidiary organizations for immediate use; and the formulation of tentative objectives for a long-time program of advance. M. Summer, First Term, HOLMAN.

**Church History 324. The Preacher in the Ancient Church.**—Mj. Spring, CASE.

## II. RELIGIOUS EDUCATION

**S340. Principles of Religious Education.**—Definition of education; aim of religious education; outline of the development of human nature; and principles for the guidance of the moral and religious life. Mj. Winter, WARD.

**S341. The Materials of Religious Education.**—Principles governing the choice of materials for religious education in the home, the church, and the community; current curricula; practical adaptation of materials to varying situations. Mj. WARD.

**S343. Organization of Religious Education.**—This course begins with a historical introduction which shows how the church school has become what it is; it discusses the organization and method of religious education and the correlation of its agencies. Mj. (or M. either Term), Summer, WARD AND ALDERTON; Spring, WARD.

**S351. The Adult Education Movement in Its Relation to Morals and Religion.**—Its underlying philosophy in respect to the individual and the community; a brief sketch of its history; its aims, and the agencies for adult education and their methods; technique of group discussion. Mj. (or M. either Term), Summer, First Term, WARD; Second Term, ALDERTON.

**S352. The Teaching Values of the Bible.**—The Bible and the new conception of the curriculum; the literary value of its material and its importance in character building; its adaptation to meet the modern needs of youth and adults. Mj. Autumn, POWELL.

**369. Student Counseling.**—An introductory study of the chief problems of undergraduate students in their personality adjustments and the most advisable procedures which counselors may use in aiding them to meet these situations. M., Summer, First Term, R. H. EDWARDS.

**S370. History of Christian Religious Education.**—Educational features of Old Testament times; the work of Jesus as a teacher; the educational ideals and methods in the history of the church; the Sunday-school development of the nineteenth century; the trend in the twentieth century. Mj. Autumn, WARD.

**371. Methods of Religious Works in Colleges and Universities.**—A discussion of (1) Available courses, (2) Worship and preaching, (3) Organization and administration, and (4) Counseling. Prerequisite: course 367 or 369. M. Summer, First Term, 2:30, R. H. EDWARDS.

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**340. Principles of Religious Education.**—The social psychology of moral and religious development; the nature of the educational process; religion and social living; education in the experience of churchmanship. Mj. Summer (or M. either Term); Autumn, SOARES.

**343. Organization of Religious Education.**—The church program of religious education; unification of its educational activities; relation to other institutions of the community; the church school, its curriculum, pedagogy, worship; job analysis of leadership. Mj. Spring, 1932, CHAVE.

**344. Character Education.**—A study of the nature of character in its relation to personality. The factors that enter into the determination of character, and an evaluation of these factors in the light of the trends of modern psychology. The nature of religion and the relation of religion to the factors involved in character formation. The integration of the influences exercised by the family, the church, the school, and the community in regard to the factors of character formation. Mj. Spring, BOWER.

**345. Week-Day Religious Education and Daily Vacation Bible Schools.**—History of these movements; survey of existing organizations; analysis of techniques and programs being used; plans and programs in setting up these schools. M. Summer, Second Term, 1932, CHAVE.

**348. Supervision and Administration of Religious Education.**—Development of scientific procedures to guide in supervision; the lifting of teaching to a definite religious level; technique of training teachers on the job; preparation and use of schedules; problems of supervision and administration; relation of director to his staff. M. Summer, Second Term; Mj. Autumn, CHAVE.

**351. The Religious Education of the Adult.**—The psychology of early maturity and of middle life. The significance of vocation, parenthood, and the major crises of life. The problems of mental reconstruction and of the higher social attitudes. The larger opportunities of the church in adult development. M. Summer, Second Term, 1932, SOARES.

**352. The Teaching Values of the Bible.**—The place of the Bible in the new conception of curriculum. An evaluation of its various elements. A consideration of the problems of interpretation for different ages of students. Mj. Spring, SOARES.

**353. The Curriculum of Religious Education.**—Historical theories of the curriculum; the conception of the curriculum as enriched and controlled experience; the basic principles involved in this conception of the curriculum; the effect of this conception upon subject matter, method, and organization in religious education; critical comparative view of current trends in curriculum theory in the light of this conception. Mj. Autumn, BOWER.

**354. The Technique of Teaching.**—A study of the historical development of method. The basic psychological factors involved in the learning process. An analysis of the process involved in the mastery of experience in terms of religious ideals and purposes. Mj. (or M. either Term), Summer, First Term, BOWER; Second Term, CHAVE.

**356. Methods of Teaching the Bible in College.**—A consideration of the interests of the college student and his social and religious outlook. An evaluation of the textbook material now available. Problems of pedagogical method. M. Summer, First Term, 1931, SOARES.

**357. Types of Teaching.**—An analysis and criticism of the various types of teaching technique. Special attention is given to the project method and group discussion. Mj. Winter, BOWER.

**360. Introduction to Measurement in Religious Education.**—Short history of the development of measurement. Underlying principles of measurement in Religious Edu-

cation. Study of the survey method; use of questionnaire, score cards, rating scales, and standardized tests. Evaluation of existing tests for Religious Education. Statistical presentation of data. Mj. Autumn, CHAVE.

**361. Experimentation in Religious Education.**—The purpose of this course is to acquaint the student with the problems and methods of experimentation in Religious Education. Construction of tests and scales will be studied. Experiments will be set up and carried on by students to measure the value of materials and methods used in this field. Prerequisite: P.T. 360 or equivalent. Mj. Spring, CHAVE.

**364. Religious Education of the Developing Child.**—The psychological basis for religious training of the child; capacities for religious experience in the child up to 12 years of age; study of methods, materials, desired outcomes in the four periods—Beginners (birth to 3 years), Kindergarten (4–5), Primary (6–8), and Junior (9–11). This course is primarily intended for Directors of Religious Education desiring a point of view for administration and supervision of the Elementary Division of the Church School. Mj. Winter, CHAVE.

**365. Religious Education of the Adolescent.**—Developing characteristics of the adolescent (12–24); a study of his life-situations and the problems of religious education related thereto; evaluation of existing organizations and programs; trends in religious education for groups of high school, college, and employed young people. Mj. Spring, CHAVE.

**366. The Religious Education of the College Student.**—The aims of higher education; the psychology of the American student; the meaning of religion in student life. M. Summer, First Term, SOARES.

**368. Practicum.**—A study of problems which arise directly out of practice. Students will engage in field work under supervision of the Department and will meet for class work two hours each week. Mj. Autumn, BOWER; Winter, CHAVE; Spring, SOARES.

**453. Curriculum Construction.**—A critical study of the processes of research, construction, and experimentation involved in a scientific procedure in curriculum-making in religious education. The application of these processes to actual curriculum construction. Prerequisite: 353 or permission of the instructor. M. Summer, First Term; Mj. Winter, BOWER.

**456. Problems of Curriculum and Teaching Technique.**—A detailed and critical study of particular problems arising out of curriculum theory and construction and teaching technique, limited to students who have pursued work in either of these fields. The course is adapted to the specialized interests of advanced students. A research course. Mj. Spring, BOWER.

**460. The Philosophy of Religious Education.**—An investigation of the development of theory; a survey of the objectives of present practice; a consideration of the place of religion in education. A research course. Prerequisite: 3 majors of religious education. M. Summer, Second Term, SOARES.

## III. RELIGION AND ART

### RELIGIOUS LITERATURE AND DRAMA

**S331. Religious Journalism.**—Analysis and criticism of current writings in the religious field. Practice for the student in writing articles and editorials on religious subjects for various types of magazines. M. Summer, First Term, HUTCHINSON; Mj. Winter, EASTMAN.

**S332. Biographies.**—Studies of the lives of men and women—statesmen, artists, writers, scientists, and philosophers—who have profoundly affected the spiritual life of their generation. M. Summer, Second Term; Mj. Spring, EASTMAN.

**S333. Religious Drama.**—Study and analysis of the best religious dramas and pageants now available. M. Summer, Second Term; Mj. Autumn, EASTMAN.

**S334. Religious Drama Writing.**—Project work in the creation of dramas and pageants for church use. The course in Religious Drama, S333, a prerequisite. Mj. Spring, EASTMAN.

**S337. Drama Practicum.**—A project course in the selection, direction, staging, and lighting of religious plays for the church or parish house. The course in Religious Drama S333, a prerequisite. Mj. Winter, EASTMAN.

**S339. The Religious Values of Literature.**—A study of poems, novels, and essays which have religious significance and value for church work. Mj. Autumn, DAVIS AND EASTMAN.

**Pub. Sp. S305. Interpretative Reading.**—DAVIS EDWARDS.

### ART

**S335. Religion and the Arts.**—A study of the contribution which art has made historically to religion, and of the psychological principles involved in the relationship of the two interests. Especial emphasis on Christian architecture. Mj. VOGT.

**S336. The Use of Art in Church Work.**—A study of the practical uses of architecture, painting, and sculpture in preaching, education, and parish ministry. Visits to the Art Institute and collections of material. Mj. Spring, DAVIS.

### MUSIC

The courses in music are designed to develop musical taste through understanding of the functions of religious music and through appreciation of its best traditions.

The historical courses are concerned with the evolution of sacred music in and out of the church. The critical courses consider the present condition of religious music and seek to establish intelligent judgment in its selection and administration. The practical courses provide opportunity for the study of the concrete problems of organizing and maintaining music, as the pastor or the church worker faces them in his church.

All students with proper vocal and musical qualifications are eligible to membership in the choirs of the University Chapel. Students with less preliminary experience may sing in the Seminary chorus.

**Music 201. Practical Introduction to Church Music.**—Elementary principles of the art of music; establishment of criteria for the selection of church music. Consideration of such practical problems as congregational singing, pulpit leadership, administration of the choir, etc. Informal singing of masterpieces of religious music. Autumn, Winter, Spring. One major for three quarters. SMITH.

**Music 201. Practical Introduction to Church Music.**—M. Summer, Second Term, SMITH.

**Music 301. History of Music in the Western Church (first half).**—A survey of the evolution of the music of the Christian church from its beginnings to the year 1700. Mj. Autumn, SMITH.

**Music 302. History of Music in the Western Church (second half).**—The development of Christian music from 1700 to the present time. Mj. Winter, SMITH.

**Music 331. Music and the Service of Worship.**—The nature of the contribution of music to worship; comparison of the musical aspects of various liturgies; construction of appropriate musical and liturgical forms. Prerequisite: Music 201 or consent of instructor. Mj. Spring, SMITH.

**Music 332. The Use of the Hymnbook.**—A critical study of the modern hymnbook and its particular part in the worship of the church. M. Summer, Second Term, SMITH.

**Music 351. Music and Religious Education.**—The place of music in the church school and in the wide plan of religious education; subject matter, method, and organization. Prerequisites: Music 201 (or consent of instructor) and Practical Theology 340. Mj. Spring, SMITH.

**P.T. S315. Christian Worship.**

## IV. MISSIONS

### HOME SERVICE

**376. Federative Agencies of the Christian Church.**—A study of the organizations which are developing interdenominational and co-operative activities. Mj.

**378. Co-operative Protestantism.**—A study of the aims, objectives, and present achievements of Protestant co-operation, and of the agencies through which co-opera-

tive work is accomplished. The work of community churches, comity commissions, city and state church federations, the Federal Council of Churches of Christ in America, the World Conference on Faith and Order, the Universal Christian Conference on Life and Work, and other interdenominational organizations will be critically examined. M. Summer, First Term, HOLMAN.

**C.H.360. Christianity and the American Colonies.**—Mj. Autumn, SWEET.

**C.H.362. Christianity and the American Republic.**—Mj. Winter, SWEET.

**C.H.366. The Church and the Early Frontier.**—Mj. SWEET.

See also courses in the Department of Sociology and in Social Ethics.

## FOREIGN SERVICE

### GROUP A. THEORY AND HISTORY OF MISSIONS

**380. Introduction to the Missionary Enterprise.**—Actual situations which confront the Christian church as an aggressive and expanding body in a world of change. The missionary function of the Christian church, the character of the Christian message, the missionary aim and motive. The practical problem of effecting a missionary organization adequate to the task in hand. The organization, work, and support of mission societies; organizing missionary interests in the local church; the missionary task of the pastor. Mj. Summer, BAKER.

**381. Principles of Missionary Propaganda.**—The church as one institution among many, each seeking to promote some special human interest; the development and decline of religious beliefs and practices with the purposes which they fulfil; world-wide interaction between cultures and religions in different stages of development. Religious propaganda as one phase of this universal interplay of social and religious forces; what determines the outcome; the nature of the transformations thus produced. Mj. Autumn, BAKER.

**382. The Technique of Missions.**—The particular agencies and methods of the missionary enterprise; the missionary, his relation to the home church, the mission board, his fellow missionaries, and foreign governments; missionary methods, evangelical, educational, medical, industrial, and the relation of each to the total task; denominational and interdenominational enterprise; the native church, its organization, administration, and development through approved methods. Mj. Spring, BAKER.

**383. Agencies and Programs of World-Civilization.**—The relation of Christian missions to other agencies of world-fellowship and international exchange, such as commerce, science, literature, politics and diplomacy, labor movements, radicalism, reactionism, social reform, international philanthropy, and efforts at universal peace. Necessity of common spiritual ideals if disaster to the world is to be avoided. Mj. Spring, BAKER.

**393. Christianity and Other Religions.**—Characteristic positions taken at the International Missionary Council at Jerusalem toward other religions and "secularism." Evaluation of these. The Christocentric gospel. In what sense can Christianity claim to be universal, unique, and final? Religions as phases of cultural development within cultural regions. Mj. Winter, BAKER.

**480. Missionary Research.**—An advanced course of research in missionary methods and in social and racial interpretation, serving as a training in methodology for the further investigation of problems on the foreign field. Prerequisite: work on foreign field, or Sociology 110 and Practical Theology 340. Mj. Winter, BAKER, in co-operation with missionaries and others.

### GROUP B. THE CHRISTIAN APPROACH TO NATIONAL AND RACIAL SITUATIONS

Through the historical study of the political, social, moral, and religious life of representative countries and races an effort will be made to enter into an appreciation of the nature of the transformations taking place and to determine the most effective and acceptable Christian approach to the situation as it exists.

**391. Interracial Contacts.**—Typical cases. Factors—biological, economic, political, religious, emotional—which produce conflict. Efforts at reconciliation and adjustment.

Relation to missionary activity and to the ideal of world-fellowship. Mj. Summer, BAKER.

**392. Christianity and Political Movements in the East.**—A study of recent political movements and nationalistic aspirations, with special reference to China, Japan, India, and Moslem lands. The religious and moral significance of these. The attitude of the Christian missionary. Mj. Autumn, BAKER.

GROUP C. NON-CHRISTIAN RELIGIONS AND CULTURES

**C.R.301. Outline History of Religions.**—Summer, HAYDON.

**C.R.302. Introduction to the Study of Religions.**—Autumn, HAYDON.

**C.R.303. History of Religions I. Indo-European Religions.**—Winter, HAYDON.

**C.R.304. History of Religions II. Religions of the Far East.**—Spring, HAYDON.

For courses of special interest to those expecting to enter educational work abroad, students should consult the *Announcements* of the Graduate Schools and Colleges of Arts, Literature, and Science.

## Public Speaking

DAVIS EDWARDS, A.M., Associate Professor of Public Speaking.

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W. H. GREAVES, A.M., Professor of Public Speaking, Yale University (Summer, 1930).

The Christian minister has the greatest message in the world; but even the greatest message must reach people through the men who present it. It is, therefore, the aim of the Department of Public Speaking to increase the power of religious leaders to present the Christian message through all forms of speech: in the pulpit, on the lecture platform, in conventions, conferences, social gatherings, and personal interviews. Effective leadership involves excellence in all of the four aspects of speech: thought, language, voice, and action. Adequate training in these elements requires two years or more of graduate work.

The prescribed course, 221, provides advanced practical training in speaking and reading. It should be taken during the first year of residence and if possible should be entered in the Autumn Quarter. It may be accompanied by some of the cognate courses listed below.

The following sequence of courses is recommended for the second year: Autumn, Voice; Winter, Interpretative Reading; Spring, Preparation and Delivery of Sermons. This sequence should be preceded or accompanied by some of the cognate courses.

Courses 222 and 223, offered only in the Summer Quarter, provide opportunity for individual development in speaking and reading.

**221. Fundamentals of Speech.**—Advanced practical training for ministers and other workers in the field of religion. Correction of mannerisms. Development of effective mental, physical, and vocal habits for speaking and reading. Special attention to individual needs. The students meet as a class two hours a week during three quarters, and also receive private instruction by appointment. Prescribed. Mj. for three quarters. Autumn, Winter, Spring (each section limited to fifteen students), EDWARDS; Summer, GREAVES.

**222. Speaking and Reading.**—The development of personal power through oral interpretation of masterpieces of literature and through preparation and delivery of short sermons, and addresses. M. Summer, First Term, GREAVES.

**223. Vocal Expression for the Minister.**—Advanced training for pulpit and platform. The delivery of original sermons and addresses. Oral reading of the Bible, hymns, great sermons, and masterpieces of literature. M. Summer, Second Term, GREAVES.

**P.T. 302. Preparation and Delivery of Sermons.**—GILKEY, PALMER, EDWARDS. See page 42.

**303. Voice.**—Problems of the speaking voice on a scientific basis. Elimination of vocal defects; development of clear, rich, unaffected tone quality, distinctness of speech and interpretative vocal variety. Studies in the structure of the vocal mechanism, the functioning of the vocal mechanism, the physics of vocal sound, the psychological aspects of voice, and methods of teaching voice production. Prerequisite: P.Sp. 221. Mj. Autumn, EDWARDS.

**304. Psychology of Persuasion.**—(1) An investigation of factors which determine human conduct; (2) the application of the results of this investigation to problems of influencing conduct through various forms of speech, with special attention to problems in speech-making and preaching. Prerequisite: P.Sp. 221. Mj. EDWARDS.

**305. Interpretative Reading.**—Oral reading as a means of discovering and sharing the great experiences of biblical, classical, and contemporary literature. The technique of securing the exact, full meaning from the printed page; aesthetic and literary aspects of oral interpretation; the relation of interpretative reading to impersonation and acting; special problems in oral presentation of various literary forms such as poetry, short stories, and drama. Practice in interpretative reading; development of skill in making the substance of literature live in the imagination of audiences and congregations. Prerequisite: P.Sp. 221. Mj. Winter, EDWARDS.

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COGNATE COURSES

**P.T. 300. Sermon-Making. I.**
**P.T. 301. Sermon-Making. II.**
**P.T. 303. The Use of the Bible in Preaching.**
**P.T. 306. The Sermon in Adult Education.**
**P.T. 314. The Work of the Pastor.**
**P.T. S301. Principles of Preaching.**
**P.T. S306. The History of Preaching.**
**P.T. S315. Christian Worship.**
**P.T. S337. Drama Practicum.**
**P.T. S339. The Religious Values of Literature.**

# Students Enrolled 1929-30

## FELLOWS ON THE FORD FOUNDATION

OSHIMO, RAYMOND KAKUICHI.....Hilo, Hawaii
A.B., University of Missouri, 1924. A.M., University of Chicago, 1926. D.B., Chicago Theological Seminary, 1927.

PLATT, FERRY LUTHER, JR.....Kirwin, Kan.
A.B., Washburn College, 1925. D.B., Chicago Theological Seminary, 1929.

## FELLOWS ON THE BLATCHFORD FOUNDATION

JOHNSON, HERMAN CLIFFORD.....Kirwin, Kan.
A.B., Washburn College, 1925. A.M., University of Chicago, 1928. D.B., Chicago Theological Seminary, 1928.

WILSON, HUGH VAN RENSSELAER.....Chicago, Ill.
A.B., Oberlin College, 1921. D.B., Chicago Theological Seminary, 1926.

## FELLOW ON LAPSED FELLOWSHIP

VLASTOS, GREGORY.....Stamboul, Turkey
A.B., Robert College, 1925. D.B., Chicago Theological Seminary, 1929.

## GRADUATES OF COLLEGES AND UNIVERSITIES

BAILEY, JOYCE JENNINGS, s.a.w.*.....Griffith, Ind.
A.B., Evansville College, 1923.

BAIRD, ROBERT SAMUEL, sp.....Cheboygan, Mich.
A.B., University of Alabama, 1924.

BALDWIN, EDNA AIKIN, a.w.....Bangor, Me.
A.B., Northwestern University, 1921. M.A., 1923.

BARBER, JULIA MARGARET, s.a.w.....South Haven, Mich.
A.B., Kalamazoo College, 1925.

BARRETT, PAUL VINCENT, s.....Findlay, Ohio
B.Sc., Grinnell College, 1912.

BAXTER, MARJORIE FUGGLE, w.....Chicago, Ill.
A.B., Syracuse University, 1928.

BAXTER, NELSON IRVING, sp.a.w.....Chicago, Ill.
A.B., Syracuse University, 1928.

BAYES, RALPH ERNEST, s.....Superior, Wis.
A.B., Yankton College, 1916. S.T.B., Andover College, 1919.

BERRYHILL, MARSHALL DENNY, sp.....Pittsburgh, Pa.
A.B., Pennsylvania State College, 1928.

BIERBAUM, MILTON ANDREW, a.w.....Edwardsport, Ind.
A.B., Elmhurst College, 1929. Eden Seminary, 1928–29.

BISSELL, HENRY MARTIN, JR., s.....McLaughlin, S.D.
A.B., Oberlin College, 1902.

BISSEY, CHARLES JOSEPH, s.a.w.....Beaver Crossing, Neb.
A.B., North Central College, 1925.

BOZARTH, HOWARD PERRY, a.w.....Chicago, Ill.
S.B., Northwestern University, 1923. D.B., The Chicago Theological Seminary, 1926.

BREWSTER, CHARLES TREDICK, sp.s.a.w.....Tilton, N.H.
A.B., Dartmouth College, 1927.

BREWSTER, JOHN MONROE, s.....Lakin, Kan.
A.B., College of Emporia, 1927.

* NOTE.—"Sp.," "s.," and "a." indicate residence during the Spring, Summer, and Autumn quarters, respectively, of 1929; "w." indicates residence during the Winter Quarter of 1930.

BRISTOL, ROLAND GRANT, s.....Marshall, Ill.
A.B., Reed College, 1916. D.B., Hartford Theological Seminary, 1922.

BROWN, CHARLES STAFFORD, s.....Colorado Springs, Colo.
A.B., Fargo College, 1920. D.B., The Chicago Theological Seminary, 1928.

CARR, MARTHA BEHRENDT, s.....Chicago, Ill.
Ph.B., University of Chicago, 1920.

CARTER, REGINALD WILLIAM, s.....Pittsburg, Kan.
A.B., College of Emporia, 1927.

CARTER, RICHARD PHILLIP, sp.s.....Hartford, Conn.
B.S., Dartmouth College, 1927.

CASKEY, JAMES STILLMAN, sp.....Chicago, Ill.
B.S., University of Illinois, 1927.

CHEN, ARTHUR SHU-YUAN, sp.....Foo-Chow, China
A.B., St. John's University, 1927.

CHOGUILL, KATHERINE BERNEICE, w.....Ellsworth, Kan.
A.B., College of Emporia, 1926. Kansas University, 1925–27.

CLARK, JESSE ALBERT, sp.a.w.....Westmoreland, N.Y.
B.S., Cornell University, 1928.

CLARK, PAUL HASKELL, sp.....Elburn, Ill.
A.B., Beloit College, 1922. D.B., The Chicago Theological Seminary, 1925.

COWLING, IRA ELLIS, sp.a.w.....Gurnee, Ill.
A.B., De Pauw University, 1927.

COX, LAFAYETTE CLINTON, s.....Chicago, Ill.
A.B., Morris College, 1925. B.D., Oberlin Theological Seminary, 1928.

CREIGHTON, JOHN HAYES, s.....Oak Park, Ill.
A.B., Occidental College, 1916. D.B., The Presbyterian Theological Seminary, 1920.

CROCKETT, BARNIE CLYDE, w.....Big Rock, Ill.
Ph.B., Piedmont College, 1925. Young Harris College, 1921. Peabody College, 1923.

CROCKETT, DAVID, w.....Ottumwa, Iowa
A.B., Tufts College, 1919. S.T.B., Andover Theological Seminary, 1922.

CROSSMAN, LYMAN TEEL, sp.s.....Chicago, Ill.
B.S., Northwestern University, 1908. B.A.S., Y.M.C.A. College, 1911. Yale University, 1918–19.

CURRY, GILBERT HOUSTON, a.....Wheeler, Ind.
A.B., Evansville College, 1927.

DAVIDSON, FLOYD QUENTIN, s.....Haven, Kan.
A.B., Fairmount College, 1926.

DE VORE, HARRY SAMUEL, s.....Oklahoma City, Okla.
A.B., Southern Methodist University, 1918. D.B., 1920.

DEWEY, KIRK MARTIN, a.w.....Oak Lawn, Ill.
B.S., Iowa State University, 1920. Oberlin Graduate School of Theology.

DIPEOLU, AKINTUNDE BROWNE, sp.s.a.....British West Africa
A.B., Talladega College, 1926. D.B., 1927. Fourah Bay College.

DREIER, NELSON, sp.....Osage, Iowa
A.B., North Central College, 1927.

DREW, GEORGE ELBERT, a.w.....Galesburg, Ill.
A.B., Knox College, 1929.

DURST, WILLIAM AUSTIN, sp.a.w.....Clinton, Ontario, Canada
A.B., North Central College, 1928.

ELAM, EDGAR HOWARD, s.....Pleasant Hill, Tenn.
B.S.A., University of Tennessee, 1919.

EMPEY, LOUELLA JEANETTE, s.a.w.....Sioux, City, Iowa
A.B., Morningside College, 1926. Northwestern University, 1928.

Ensign, Samuel James Russell, s. ..... Chicago, Ill.
A.B., Buena Vista College, 1918. D.B., The Presbyterian Theological Seminary, 1923.

Evans, Wilfrid Holmes, s. ..... Peru, Ill.
A.B., Oberlin College, 1920. Oberlin Graduate School. D.B., The Chicago Theological Seminary, 1925.

Fairbanks, George William, sp. ..... Grover, Colo.
Ph.B., University of Chicago, 1926. Union Theological College.

Findlay, Harry John, s. ..... Shenandoah, Iowa
A.B., College of Wooster, 1908. Princeton University, 1911. The Presbyterian Theological Seminary, 1914.

Findlay, James Franklin, s. ..... Norman, Okla.
A.B., Grinnell College, 1922. Tobin College, 1917.

Fisk, Chester Ballou, sp.a.w. ..... Cleveland Heights, Ohio
A.B., Princeton University, 1927.

Gardner, John Ashworth, sp.s.w. ..... Chicago, Ill.
Ph.B., University of Chicago, 1927.

Gedcke, Lawrence Addison, sp.s.a.w. ..... Gorrie, Ontario, Canada
A.B., North Central College, 1927. Evangelical Theological Seminary, 1928.

Giersbach, Walter Charles, a.w. ..... Chicago, Ill.
A.B., Northland College, 1924.

Goldsmith, Willis Laiten, s. ..... Mission Hills, San Diego, Calif.
A.B., Washburn College, 1908. D.B., Union Theological Seminary, 1912.

Grant, Angus Macmillan, s. ..... Springfield, Ontario, Canada
A.B., University of Saskatchewan, 1920. D.B., Westminster Hall, Vancouver, 1920.

Gray, Arthur Douglass, a.w. ..... Chicago, Ill.
A.B., Talladega College, 1929

Green, Ida Augusta, sp.w. ..... Buda, Ill.
Ph.B., Oberlin College, 1890. A.M., University of Michigan, 1901.

Green, Merodach, s. ..... Winnipeg, Canada
A.B., Manitoba University, 1914. D.B., Wesley College, 1923.

Gressley, Minor McKinley, a.w. ..... Chicago, Ill.
A.B., Manchester College, 1929.

Grobel, William Kendrick, a.w. ..... Missoula, Mont.
A.B., Yankton College, 1928. Yankton College Conservatory, 1929.

Gutknecht, Selo Alfred, a.w. ..... Avoca, Wis.
A.B., North Central College, 1929.

Hamilton, William John, w. ..... Chicago, Ill.
D.B., Chicago Theological Seminary, 1903.

Harder, Max John, s. ..... Oshkosh, Neb.
A.B., Midland College, Western Theological Seminary.

Harris, Emerson Wesley, sp.a.w. ..... New Rockford, N.D.
A.B., Carleton College, 1928.

Harris, Paul Morgan, w. ..... Chicago, Ill.
Ph.B., University of Chicago, 1926. Y.M.C.A. College, 1923.

Harvey, Robert Shilland, sp.s. ..... Cumberland, Md.
A.B., Maryville College, 1927.

Hatcher, Harold Overton, sp.a.w. ..... Bloomington, Ind.
A.B., Indiana University, 1927.

Heghin, Mary Anedis, sp.a.w. ..... Peoria, Ill.
D.B., Marash Theological Seminary.

Helffrich, Reginald Humphrey, sp.s.a.w. ..... Bath, Pa.
A.B., Ursinus College, 1928. Wesleyan University, 1924–27.

Hildreth, Harold Mowbray, sp.a. ..... Lincoln, Neb.
A.B., University of Nebraska, 1927.

Hilliker, Clifford Worthington, s.....Bangor, N.Y.
A.B., New York University, 1925.

Hinckley, Van Weer, sp.....Fowler, Ind.
A.B., De Pauw University, 1927.

Hirning, Jacob Louis, a.w.....Redfield, S.D.
A.B., Drury College, 1916. A.M., 1917.

Hodgson, William Robert, s.....Keokuk, Iowa
A.B., Trinity University, 1919. D.B., The Presbyterian Theological Seminary, 1923.

Hopper, Stanley Bernard, sp.....Evanston, Ill.
A.B., Doane College, 1927.

Hosking, Richard Sandfield, s.....Toronto, Canada
A.B., Toronto University, 1920. D.B., Victoria College, 1922.

Howard, Edwin Rollo, sp.s.a.w.....Tabor, Iowa
A.B., Tabor College, 1926.

Hunter, Lillian Marie, sp.a.w.....Bloomington, Ind.
A.B., Indiana University, 1927.

Huntington, Seth Rowen, sp.a.w.....Crystal Lake, Ill.
A.B., Coe College, 1924. University of South Dakota.

Hyde, Josephine Sue, a.....Chicago, Ill.
A.B., Ohio Wesleyan University, 1927.

Hyslop, Frederick William, sp.a.w.....Janesville, Wis.
A.B., University of Wisconsin, 1928.

Janes, Harold Theodore, sp.....Big Rapids, Mich.
A.B., Olivet College, 1926.

Jansen, Peter John, a.w.....Wadena, Minn.
A.B., Carleton College, 1929.

Jenkins, Alan, sp.s.a.w.....Oak Park, Ill.
A.B., Amherst College, 1924.

Jenkins, Ira, a.....Columbus, Ohio
A.B., Ohio State University, 1926.

Jenks, Orrin Roe, s.....Aurora, Ill.
D.B., Chicago Theological Seminary, 1905. D.B., University of Chicago Divinity School, 1908.

Jessop, Henry Alexander, sp.....Detroit, Mich.
B.S., Michigan State College, 1916. Association College, 1917.

Johnson, Marcus William, a.w.....Minneapolis, Minn.
A.B., Beloit College. Augustana Theological Seminary.

Jones, Electa Ellen, a.w.....Worth, Ill.
A.B., Ohio Wesleyan University, 1924.

Jones, Ethel Jean, s.....Nemaha, Neb.
A.B., Nebraska State Teachers' College. University of Chicago.

Jones, Guy Chester, sp.a.w.....Worth, Ill.
A.B., Ohio Wesleyan University, 1926. Garrett Biblical Institute, 1926–28.

Kawachi, Kensuke, sp.s.a.w.....Kealakekua, Kona, Hawaii
A.B., University of Hawaii, 1925.

Kemper, Robert Chatfield, sp.....Alton, Ill.
A.B., Olivet College, 1926.

Kernen, Henry Arthur, s.....Boston, Mass.
A.B., Ohio Wesleyan University, 1901. A.M., 1904. Union Theological Seminary, 1904.

King, Joseph Ferguson, sp.s.a.w.....Philadelphia, Pa.
A.B., Park College, 1928.

Krehbiel, Edna Helen, a.w.....Moundridge, Kan.
A.B., Bethel College, 1924. Bethany College. Kansas University.

KROEHLER, HENRY GEORGE, a. w. ..... Chicago, Ill.
A.B., Elmhurst College, 1927. University of Missouri, 1927–29.

LAMAR, ALEXANDER GILBERT, a.w. ..... Chicago, Ill.
A.B., Drake University, 1920.

LANGENES, JOHN DAVID, sp. ..... Forman, N.D.
A.B., Jamestown College, 1926.

LENTERS, SAM THEODORE, a.w. ..... Chicago, Ill.
A.B., Park College, 1928. Art Institute of Chicago, 1920–23.

LILLEY, THEODORE GAILLARD, sp.s.a. ..... Columbus, Ohio
A.B., Ohio State University, 1927.

LONG, DAN GOLD, sp. ..... Chicago, Ill.
A.B., Berea College, 1929.

LOWELL, MARCIA JOHNSON, s. ..... Akron, Ohio
B.S., Northwestern University, 1911. University of Akron.

LOWREY, EDNA, w. ..... Crawfordsville, Ind.
A.B., Amity College, 1904. University of Chicago.

LYON, ELLSWORTH, sp. ..... Williamsburg, Ky.
A.B., Berea College, 1927.

LYON, WILLARD CROSBY, s. ..... Gary, Ind.
B.S., University of Minnesota, 1895. D.B., Union Theological Seminary, 1898.

MACNAIR, EVERETT WILMER, sp. ..... Niagara Falls, N.Y.
A.B., Williams College, 1922.

MACNAIR, IRENE TAYLOR, sp. ..... Niagara Falls, N.Y.
A.B., Park College, 1919. Kansas University, 1919–20.

MALAIPERUMAN, DAVID SWARTZ, a.w. ..... Madura, India
A.B., Madras Christian College, 1925. A.M., 1927.

MARSH, THOMAS HODGIN, sp.a. ..... Lawrence, Kan.
A.B., Friends University, 1926. College of Emporia, 1922.

MARSHALL, MILLARD HARLEY, sp.a.w. ..... Prentice, Wis.
A.B., Northland College, 1924.

MARTIN, EDWARD BURNS, s. ..... Chattanooga, Tenn.
A.B., University of Denver, 1920. Garrett Biblical Institute.

MAST, EDWARD WALLACE, s. ..... Colorado Springs, Colo.
A.B., Colorado College, 1926.

MATTHEWS, HAROLD SHEPARD, a.w. ..... Clear Lake, Iowa
A.B., Grinnell College, 1916.

MAXWELL, HENRY FAVILLE, a.w. ..... Natal, South Africa
A.B., Carleton College, 1929.

MAY, HERBERT GORDON, sp.a.w. ..... Fair Haven, Vt.
A.B., Wesleyan University, 1927.

MAYER-OAKES, FREDERICK THOMAS, s. ..... Whiting, Ind.
A.B., Kansas City University, 1906. Ph.D., 1910. Yale University, 1907. A.M., Clark University, 1910–13.

MAYNE, JOHN CHAPMAN, sp.s.a. ..... Spring Valley, Ill.
A.B., Otterbein College, 1923. Y.M.C.A. College, 1923–24.

MAYNE, JOSEPH QUENTIN, s.a.w. ..... Westerville, Ohio
A.B., Otterbein College, 1925.

MILLER, DAVID LOUIS, s. ..... Chicago, Ill.
A.B., Emporia College, 1927.

MILLER, MARSHALL EDWARD, a.w. ..... Newburgh, Ind.
A.B., Evansville College, 1929.

MILLER, MARY HARSH, sp.a.w. ..... Chicago, Ill.
A.B., Ohio Wesleyan University, 1928.

MIXON, ROSALIE WARD, a.w. ..... Chicago, Ill.
A.B., Park College, 1929.

MIZOGUCHI, YASUO, a.w. ..... Miyazakiken, Japan
D.B., Doshisha University, 1929.

MORGAN, RILEY EARL, s. ..... Wheatland, Wyo.
A.B., Southwestern University, 1905. LL.B., University of Michigan, 1908. Aberdeen University, 1919.

MORIKAWA, MASAO, sp.s.a.w. ..... Gummaken, Japan
D.B., Doshisha University, 1912.

MORIMOTO, YOSHIO, s. ..... Kyoto, Japan
D.B., Doshisha University, 1928. D.B., Yale University, 1929.

MUNGER, ALZINA CLIFFORD, s.a.w. ..... Oak Park, Ill.
A.B., Carleton College, 1913. University of Chicago.

MURPHY, MARGARET MARTHA, s. ..... Delaware, Ohio.
A.B., Ohio Wesleyan University, 1927. Bowling Green Normal College.

NAKAMURA, SABURO, sp. ..... Kyoto, Japan
D.B., Doshisha University, 1923.

NELSON, RAYMOND EDWARD, sp.s.a.w. ..... Willmar, Minn.
A.B., Carleton College, 1925. University of Minnesota, 1923. M.A. University of Chicago, 1929.

NICHOLSON, HARRY, w. ..... Williams Bay, Wis.
B.R.E., Boston University, 1925. Denison University.

NOYCE, AUGUSTA WEHE, sp.s.a. ..... Chicago, Ill.
A.B., Doane College, 1921. Y.W.C.A. Training School, 1921.

NUQUIST, IRMA, sp.s. ..... Sterling, Kan.
A.B., Doane College, 1927.

OLIVER, SAMUEL NOBLE, s. ..... Muskegon, Mich.
A.B., Olivet College, 1918.

OSGERBY, CARRIE ELIZABETH, s. ..... Kalamazoo, Mich.
Ph.B., Alma College, 1912.

OTTO, VIOLET LUCILLE, a.w. ..... Aurora, Neb.
A.B., Nebraska Wesleyan University, 1922. A.M., Boston University, 1923.

PALMER, KATE ELIZABETH, s. ..... Charles City, Iowa
A.B., Grinnell College, 1929.

PANHORST, ALBERT AUGUST, s. ..... Maplewood, Mo.
A.B., Park College, 1927. Louisville Presbyterian Seminary, 1927–29.

PARKER, CHARLES FRANKLIN, a.w. ..... Stanberry, Mo.
A.B., University of Missouri, 1929.

PERRIN, JESSE FENN, sp. ..... Chamberlain, S.D.
A.B., Carleton College, 1925. Yale Divinity School, 1925–26. Union Theological Seminary, 1926–27.

PEYTON, FRANK, s. ..... Hastings, Neb.
A.B., Kingfisher College, 1907. Andover Seminary, 1907–08.

PITTS, GEORGE BRISTOL, JR., sp. ..... Jamestown, N.Y.
A.B., Dartmouth College, 1928.

PLETCH, EARL EMERSON, sp.s.a.w. ..... Golden Lake, Ontario, Canada
A.B., North Central College, 1928.

PORTER, LELAND WILLIAM, sp. ..... St. Paul, Minn.
B.Sc., Macalester College, 1911. University of Minnestoa, 1901–02.

RAPP, ALFRED HARRY, sp. ..... St. Louis, Mo.
A.B., Ohio Wesleyan University, 1928.

RASCHE, ROBERT LAFOLLETTE, sp.s.a.w. ..... Milwaukee, Wis.
A.B., University of Wisconsin, 1928.

REESE, ERNEST AUGUST, sp. ..... Chicago, Ill.
B.S., Northwestern University, 1912. Iowa State University, 1907. Harvard University, 1913–16.

REGIER, HANS EMIL, w. ..... Whitewater, Kan.
A.B., Bethel College, 1929. University of Kansas, 1928.

REHN, ALEXANDER, sp. ..... Odessa, Wash.
A.B., Yankton College, 1919. Redfield College. York College.

RICE, VERNON WALDO, sp.a.w. ..... Flagler, Colo.
A.B., Yankton College, 1928.

RICH, SELMA IONE, sp. ..... Newton, Kan.
A.B., Bethel College, 1924. Colorado University.

RICHARDS, WALDO SUMNER, sp.a.w. ..... Chicago, Ill.
B.S., Boston University, 1927. Syracuse University, 1923–25.

RICHERT, MINNIE, a.w. ..... Burrton, Kan.
A.B., Bethel College, 1926.

RINGE, FREDRIC WILLIAM, sp.a.w. ..... Rio, Wis.
A.B., University of Wisconsin, 1928.

ROTH, RUDOLPH W., s. ..... Charlotte, Mich.
A.B., Olivet College, 1923. Harvard Theological School, 1925.

RUSSELL, WALLACE WILLIAM, s. ..... Wewela, S.D.
A.B., Yankton College, 1927.

SALMON, JAMES DANIEL, sp. ..... Buffalo, N.Y.
B.S., Michigan State College, 1927.

SAMUEL, VAIRANAPILLAI MARUTHAMUTHU, w. ..... South India
A.B., The American College, Madura, 1929. Serampore College.

SANFORD, RAYMOND PRIOR, w. ..... Chicago, Ill.
B.S., Cornell University, 1916. Union Theological Seminary. Columbia University Teachers College.

SARGENT, CARMETA ELIZABETH, a.w. ..... Shrewsbury, Mass.
B.S., Massachusetts Agricultural College, 1929.

SCHEIBE, DURBIN CLYDE, sp.a.w. ..... Phoenix, Ariz.
A.B., Pomona College, 1927.

SCHEIBE, MIRIAM JEAN, sp. ..... Chicago, Ill.
A.B., Pomona College, 1923.

SCHLUETER, FRANKLIN E., s. ..... Two Rivers, Wis.
A.B., North Central College, 1915. D.B., Evangelical Theological Seminary, 1917.

SCHMIDT, EDWARD DWIGHT, a.w. ..... Chicago, Ill.
A.B., Bethel College, 1919. Witmarsum Seminary, 1919–20. University of Oklahoma.

SCHRADER, SAMUEL E., s. ..... Mount Sterling, Ill.
A.B., Northwestern College, 1911. D.B., Evangelical Theological Seminary, 1914.

SCHULZ, JEROME CHARLES, s. ..... Middletown, Ohio
Ph.B., Heidelberg University, 1911. D.B., Central Theological Seminary, 1914.

SCHULZ, ORMY ALBERTUS, sp.s.a.w. ..... Dayton, Ohio
A.B., Heidelberg University, 1928.

SHINOZAKI, ERNEST SHIGEHO, s. ..... Fuknokaken, Japan
B.C., Waseda University, 1924.

SHOWALTER, CLARENCE ERNEST, s. ..... Superior, Wis.
A.B., Carroll College, 1921. D.B., The Presbyterian Theological Seminary, 1924.

SITES, FRED, sp.a.w. ..... Hays, Kan.
B.S., Kansas State Teachers College, 1926.

SIVERTS, VICTOR, a.w. ..... Dodge, N.D.
A.B., Park College, 1929.

SMITH, IVAN ROBERT, sp. ..... Glen View, Ill.
A.B., Eureka College, 1926.

SMITH, SHEPPARD OSCAR, s. ..... Denmark, Iowa
A.B., Grinnell College, 1928.

SMITH, WALTER ALBERT, sp. ..... Hankinson, N.D.
A.B., Ripon College, 1925.

STACY, LUCILE ALBERTA, sp. ..... Chicago, Ill.
B.S., University of Minnesota, 1926.

STADLER, JASPER CLAYTON, a.w. ..... Sheldon, Ill.
A.B., Indiana Central College, 1926.

STARK, HAROLD CLARENCE, s. ..... Madison, Wis.
A.B., University of Wisconsin, 1927. Presbyterian Theological Seminary.

STEARNS, JOHN FRYE, sp. ..... Los Angeles, Calif.
A.B., Harvard University, 1922.

STEINER, RICHARD MORROW, sp.a.w. ..... Chicago, Ill.
A.B., Grinnell College, 1924. A.M., University of Michigan, 1927.

STEININGER, WILLIAM RICHARD, s. ..... Seattle, Wash.
A.B., Moravian College, 1920. D.B., Moravian Theological Seminary, 1922. University of Washington, 1928.

STOWELL, ALLEN RUSSELL, sp. ..... Peoria, Ill.
A.B., Knox College, 1926.

STRAIN, GENEVIEVE MARGARET, sp.s. ..... Chicago, Ill.
A.B., Huron College, 1927.

STUELPNAGEL, FRANCES ELINA, sp.s. ..... Milwaukee, Wis.
A.B., Yankton College, 1926.

STYLIANOU, DEMETRIOS, sp.s. ..... Larnaca, Cyprus
A.B., Grinnell College, 1927.

TATE, WILLIAM ALEXANDER, sp.s.a. ..... Argo, Ill.
A.B., Huron College, 1910. A.M., Yale University, 1912. D.B., 1913. Ph.D., 1916.

TENHOPEN, LAWRENCE EDWARD, sp.a.w. ..... Grand Rapids, Mich.
Ph.B., University of Chicago, 1927. Grand Rapids Junior College.

TIMMERMANN, JOSEPHINE LOUISE, sp.a.w. ..... Palatine, Ill.
B.S., University of Illinois, 1928.

TOWNER, GRACE, s. ..... Stamboul, Turkey.
A.B., Washburn College, 1909. Congregational Training School, 1912.

TOWNSEND, WILLIS BEECHER, s. ..... Mendota, Ill.
A.B., College of Wooster, 1921. D.B., The Presbyterian Theological Seminary.

TRUMBO, EUNICE, sp.s.a. ..... Chicago, Ill.
Ph.B., College of Wooster, 1900.

TUCK, LESLIE JAMES, s. ..... Monte Vista, Colo.
A.B., University of Denver, 1920. S.T.B., Boston University, 1922.

UPTON, WALTER HORACE, sp.a.w. ..... Genoa City, Wis.
A.B., Morningside College, 1928. Yankton College.

VANCE, GEORGE CLIFFORD, sp.s.a.w. ..... Canton, Ill.
A.B., Indiana Central College, 1927.

VAN LUVEN, PHILIP EDWARD, sp.s.a.w. ..... Omaha, Neb.
A.B., University of Omaha, 1928.

VAUGHT, ARNOLD BARNES, sp. ..... Chicago, Ill.
A.B., Earlham College, 1926. Franklin College.

VEIT, RALPH, sp.a.w. ..... Plainfield, Conn.
A.B., Knox College, 1927.

WAGGONER, LUTHER JAKE, s. ..... Georgetown, Tex.
A.B., Southern Methodist University, 1919. A.M., Columbia University, 1920.

WAGNER, OSCAR WALTER, sp.a.w. ..... Gary, Ind.
A.B., Elmhurst College, 1928. Eden Seminary.

WALKER, ALBERT CLARKE, sp. ..... Green River, Wyo.
A.B., Huron College, 1923.

WATSON, PAUL MORRIS, s. ..... Sheffield, Ala.
A.B., Centre College, 1924. D.B., Louisville College, 1927.

WEAGE, AVERY DUDLEY, w. ..... Berwyn, Ill.
B.Ed., University of Washington, 1920. B.L.S., 1922.

WEBSTER, ELIZABETH BOUTON, s. ..... Shenandoah, Iowa
A.B., Grinnell College, 1929.

Whitsett, William Silas, s. ..... Winona, Minn.
A.B., Whitworth College, 1915. S.T.B., Garrett Biblical Institute, 1918.

Wigfield, George Dewey, sp.a.w. ..... Everett, Pa.
A.B., Defiance College, 1928.

Wilcox, Clyde H., s.w. ..... Olivet, Mich.
A.B., Olivet College, 1928.

Williams, Leland Lemly, sp.a.w. ..... Columbus Grove, Ohio
A.B., Defiance College, 1928.

Wilson, Louis LeRoy, sp.s.a.w. ..... Holyoke, Colo.
A.B., Cornell College, 1929.

Winn, Edgar Homer, sp. ..... Rochester, Wis.
A.B., Ripon College, 1926.

Wright, Byron Bentley, sp ..... Earlville, Iowa
A.B., Ellsworth College, 1922. University of Iowa, 1922. University of Illinois, 1923.

Young, Ezra Porter, sp.s.a. ..... Glenwillard, Pa.
A.B., University of Michigan, 1927.

Young, Peter, s. ..... Fort Dodge, Iowa
A.B., Hiram College, 1921. Oberlin Graduate School of Theology, 1924.

## UNDERGRADUATE CANDIDATES FOR DEGREES*

Dean, Albert Clarke, s. ..... Whitney, Fla.
University of Florida.

Hornung, Arthur Charles, sp. ..... Chicago, Ill.
Heidelberg University. University of Chicago.

Hosking, William Thomas, s. ..... Neponset, Ill.
University of Chicago.

Mixon, John Louis, a.w. ..... Chicago, Ill.
College of Emporia, 1925–28. Baker University, 1928–29.

Prochazka, Timothy Blahoslav, sp.s.a. ..... Brno, Czechoslovakia
Baldwin-Wallace College. Oberlin College. Union Theological College. University of Chicago.

Stoerker, Theodor Fredrick, a.w. ..... Pittsburgh, Pa.
Ph.B., University of Chicago, 1930. B.R.E., Lane Seminary, 1929.

Tabuchi, Minoru, sp.s.a. ..... Hyogoken, Japan
Doshisha College of Commerce. University of Chicago.

Thomas, George Monroe, Jr. sp., ..... Williston, N.D.
University of North Dakota. University of Chicago.

## UNCLASSIFIED STUDENTS

Burdick, Raymond Netherton, a.w. ..... Boulder, Colo.
University of Colorado. Illinois State Normal College.

Coats, Frank, w. ..... Lemont, Ill.
Marrionville College. Ozark Wesleyan College.

Hainstock, Kathleen Emma, sp. ..... Yankton, S.D.

Harris, Ruth Eleanor, sp.a.w. ..... Oak Park, Ill.

Knudsen, Emogene Marie, a. ..... Chicago, Ill.
University of Wisconsin, 1924–26. Crane Junior College, 1926–27. Presbyterian Training School, 1929.

Osgood, Helen Pierson, sp.s. ..... Parsons, Kan.
Northwestern University. Kansas State Agricultural College, 1915.

Smetanka, Jan, w. ..... Prague, Czechoslovakia
C.Th., Praha, 1929.

* These students are combining Senior College and Seminary work as described under "Admission."

Strain, Ollivieve, sp. ..... Topeka, Kansas.

Troup, Sara Kathryn, sp. ..... Enola, Pa.
Lucy Webb Hayes National Training School.

## SUMMER QUARTER

### Unclassified Students in Residence in Summer Quarter Only

Allard, Alfred Leslie, s. ..... Central Lake, Mich.
Union Theological College.

Arhelger, Louis Frank, s. ..... De Pere, Wis.
Lawrence College, 1905–12.

Beggs, David McCullough, s. ..... Anamosa, Iowa

Black, Emmitt Gordon, s. ..... Kinde, Mich.
Presbyterian Theological Seminary, 1924.

Cole, Walton Elbert, Jr., s. ..... Earlville, Ill.
Huron College, 1918–19. Lawrence College, 1921–22. 1923–24.

Creighton, Louise Hoagland, s. ..... Oak Park, Ill.
Bradley Polytechnic Institute.

Dawe, Percy Vivian, s. ..... Cadillac, Mich.
Hartley Theological Seminary, 1912.

Green, Arthur, s. ..... Hetland, S.D.

Huffman, Margaret Ann, s. ..... Columbus, Ohio
Columbus Normal School

Judd, Hubert Osborn, s. ..... Garden City, Kan.
Marietta College, 1894–98.

King, Harold Stodden, s. ..... Olivet, Mich.
Olivet College.

Mellott, Irving L., s. ..... Blue Island, Ill.
Cornell College. Moody Bible Institute.

Parks, James William, s. ..... Metropolis, Ill.
Garrett Biblical Institute, 1908.

Putnam, Edna Mosher, s. ..... Portland, Ore.
Spearfish State Normal College, 1908. Congregational Training School, 1910.

Putnam, Lemuel Pratt, s. ..... Portland, Ore.
Colorado College, 1907–9. D.B., Chicago Theological Seminary, 1915.

Reinmuth, George Walter, s. ..... Willow Lake, S.D.

Schmidt, Frederick Carl, s. ..... Roosevelt, Minn.
Hamline University, 1909–11.

Stubbins, Thomas Alva, s. ..... Jennings, La.
Oberlin Theological Seminary, 1898.

Thomas, Evan, s. ..... Elmvale, Ontario, Canada
Presbyterian College of South Wales, 1905.

Wilkins, Ward Edward, s. ..... Dousman, Wis.
Th.B., Union Theological College, 1924.

Winters, George, s. ..... Sheridan, Wyo.
Centenary Collegiate Institute, 1907–10. Drew Theological Seminary, 1910–13.

Wright, Silas Eaton, s. ..... Cedar Rapids, Iowa
Highland Park College.

Wulff, Henry, s. ..... Des Moines, Iowa
Grand View College. Drake University.

# Summaries

| | |
|---|---|
| Fellows | 5 |
| Graduates of colleges | 209 |
| Undergraduates | 8 |
| Unclassified | 9 |
| Summer Quarter, unclassified | 23 |
| Total Seminary students | 254 |
| University students taking courses with Seminary instructors | 153 |

## SOURCES OF STUDENTS*

| Denominations Represented in Student Body | |
|---|---|
| Congregational | 136 |
| Presbyterian | 48 |
| Methodist | 25 |
| Evangelical | 13 |
| Christian | 4 |
| Disciples | 4 |
| Mennonite | 4 |
| German Reformed | 4 |
| Friends | 3 |
| United Brethren | 3 |
| United Church of Canada | 2 |
| Baptist | 2 |
| Lutheran | 2 |
| Protestant Episcopal | 1 |
| Church of England | 1 |
| Greek Protestant | 1 |
| Evangelical Church of Czechoslovakia | 1 |

| Colleges and Seminaries Represented in Student Body | |
|---|---|
| Congregational | 96 |
| Methodist | 61 |
| Presbyterian | 43 |
| Evangelical | 11 |
| Mennonite | 6 |
| United Brethren | 6 |
| United Presbyterian | 5 |
| Disciples | 4 |
| Episcopalian | 4 |
| German Evangelical | 4 |
| Baptist | 3 |
| Friends | 3 |
| Non-sectarian | 49 |
| State colleges and universities | 55 |

## SUMMARY OF ATTENDANCE FOR THE YEAR 1929–30

| | Spring 1929 | | | Summer 1929 | | | Autumn 1929 | | | Winter 1930 | | | Total (Different) Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | W | T | M | W | T | M | W | T | M | W | T | M | W | T |
| Fellows | 5 | .... | 5 | 2 | .... | 2 | 5 | .... | 5 | 5 | .... | 5 | 5 | .... | 5 |
| Graduate | 86 | 14 | 100 | 80 | 16 | 96 | 76 | 16 | 92 | 80 | 16 | 96 | 174 | 35 | 209 |
| Undergraduate | 4 | .... | 4 | 4 | .... | 4 | 4 | .... | 4 | 2 | .... | 2 | 8 | .... | 8 |
| Unclassified | .... | 5 | 5 | .... | 1 | 1 | 1 | 2 | 3 | 3 | 1 | 4 | 3 | 6 | 9 |
| Summer Quarter, unclassified | .... | .... | .... | 20 | 3 | 23 | .... | .... | .... | .... | .... | .... | 20 | 3 | 23 |
| Total Seminary | 95 | 19 | 114 | 106 | 20 | 126 | 86 | 18 | 104 | 90 | 17 | 107 | 210 | 44 | 254 |
| University students taking Seminary courses | 21 | 7 | 28 | 86 | 21 | 107 | 14 | 6 | 20 | 6 | 6 | 12 | 116 | 37 | 153 |

* Many students have attended two or more colleges. This accounts for the difference in the summaries.

# Awards Spring Quarter, 1929

The Degree of Bachelor of Divinity Was Awarded to

Robert Samuel Baird.....Cheboygan, Michigan
Raymond Walker Barber.....Los Angeles, California
Nelson Dreier.....Osage, Iowa
Harold Theodore Janes.....Big Rapids, Michigan
William Albert Keith.....Batavia, Illinois
Robert Chatfield Kemper.....Alton, Illinois
John David Langenes.....Forman, North Dakota
Ellsworth Lyon.....Williamsburg, Kentucky
Everett Wilmer MacNair.....Niagara Falls, New York
Saburo Nakamura.....Kyoto, Japan
Jesse Fenn Perrin.....Chamberlain, North Dakota
Ferry Luther Platt.....Kirwin, Kansas
Ernest August Reese.....Chicago, Illinois
Alexander Rehn.....Odessa, Washington
Ivan Robert Smith.....Glen View, Illinois
John Frye Stearns.....Los Angeles, California
Donald Melvin Sterling.....Hartford, Wisconsin
Allen Russell Stowell.....Peoria, Illinois
Reuben Robert Trickey.....Watertown, South Dakota
Gregory Vlastos.....Stamboul, Turkey
Albert Clarke Walker.....Green River, Wyoming
Edgar Homer Winn.....Rochester, Wisconsin
Byron Bentley Wright.....Earlville, Iowa

The Degree of Bachelor of Religious Education Was Awarded to

Kathleen Emma Hainstock.....Yankton, South Dakota

The Albert Newman Prize Scholarship Was Awarded to

Nelson Irving Baxter.....Chicago, Illinois

The Prize Offered by a Member of the Board of Directors for Improvement in Public Speaking Was Awarded to

Frederick William Hyslop.....Janesville, Wisconsin

The Lucretia Ambrose Walker Prize Was Awarded to

Louis LeRoy Wilson.....Holyoke, Colorado

During the Year the Degree of Master of Arts Has Been Awarded by the University to the Following Seminary Students

Akintunde Browne Dipeolu.....British West Africa
Kensuke Kawachi.....Kona, Hawaii

IRENE TAYLOR MACNAIR ..... Niagara Falls, New York
HERBERT GORDON MAY ..... Chicago, Illinois
RAYMOND EDWARD NELSON ..... Willmar, Minnesota
JOHN FRYE STEARNS ..... Los Angeles, California
FRANCES ELINA STUELPNAGEL ..... Milwaukee, Wisconsin
DEMETRIOS STYLIANOU ..... Larnaca, Cyprus
GREGORY VLASTOS ..... Stamboul, Turkey

# *Suggested Forms for Gifts*

## LEGAL NAME

The full legal name of the Institution is The Board of Directors of The Chicago Theological Seminary. Great care should be exercised in the use of the full name.

## FORM FOR BEQUEST

I give and bequeath unto The Board of Directors of The Chicago Theological Seminary, an Illinois corporation, the sum of_____ dollars, to be expended for the appropriate objects of said corporation.

## FORM FOR RESIDUARY CLAUSE

All the rest, residue and remainder of my real and personal estate I devise and bequeath unto The Board of Directors of The Chicago Theological Seminary, an Illinois corporation.

## WILLS AND CODICILS

A will or codicil should be drawn with care, the assistance of a lawyer being desirable. Most states require only two witnesses, but it is better and safer to have three witnesses. The testator must sign in the presence of his witnesses and in their presence declare the instrument his last will and testament. The witnesses then sign in the testator's presence and in the presence of each other. A codicil should be witnessed by three witnesses in the testator's presence, in the same manner.

Persons desiring to include the Seminary in their wills may secure expert counsel and legal forms, without charge, upon application.

## MEMORIAL ENDOWMENT

This form will be drawn up according to agreement between the donor and the Seminary, specifying purposes and safeguarding the use of the fund.

## ANNUITIES

A special pamphlet containing rates and full information concerning the Annuity plan will be mailed upon request.

## TO WHOM TO WRITE

Further information will be promptly and cheerfully furnished. Inquiries may be addressed to the Business Department, The Chicago Theological Seminary, 5757 University Avenue, Chicago, Illinois.

CHICAGO THEOLOGICAL SEMINARY
1855